DOCUMENT RESUME

ED 114 924 EA 007 646

AUTHOR Hall, Philip; And Others
TITLE A Teacher Evaluation-Supervision Model for a Small School District.
PUB DATE 30 May 74
NOTE 193p.; Submitted in partial fulfillment of the requirements for the Ed.D. degree for Educational Leaders, Nova University

EDRS PRICE MF-$0.76 HC-$9.51 Plus Postage
DESCRIPTORS *Administrator Evaluation; Elementary Secondary Education; *Evaluation Methods; Graphs; Instructional Improvement; Management by Objectives; *Management Systems; *Models; Questionnaires; School Supervision; Teacher Attitudes; *Teacher Evaluation
IDENTIFIERS *Clinical Supervision

ABSTRACT

This practicum report describes an effort to develop an effective teacher and administrator evaluation system for a small suburban school system in Connecticut. Besides meeting the requirements of a mandate from the state legislature, the system was also intended to enable the local school board to implement an incentive pay plan. A narrative evaluation form for teachers was developed, while a management by objectives system was simultaneously devised for the evaluation of administrators. It was also decided to use the clinical supervision process to improve instructional practices separately from the evaluation system. Two clinical supervision practitioners conducted numerous activities for the orientation, training, and monitoring of a randomly selected group of 30 teachers. These teachers were administered preintervention and postintervention questionnaires to indicate any changes in their attitudes toward supervision. (Author/JG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JUL 11 1974

ED114924

A TEACHER EVALUATION - SUPERVISION MODEL

FOR A

SMALL SCHOOL DISTRICT

by

Philip Hall
Douglas Militzok
William Mullin
Peter Roach

Submitted as partial fulfillment of the requirements for the Ed.D. degree for Educational Leaders
Nova University

EA 007 646

Hartford Cluster
Dr. John Allison

Maxi I Practicum
May 30, 1974

TABLE OF CONTENTS

	Page
ABSTRACT	ii
INTRODUCTION	iii
CHAPTER 1	
The Community	1
CHAPTER 2	
Evaluation Model	12
Footnotes	50
CHAPTER 3	
Supervision	51
Graphs	92-100
Footnotes	104
CHAPTER 4	
Management by Objectives	105
CHAPTER 5	
Decisions	120
Footnotes	129
APPENDIXES	130
BIBLIOGRAPHY	131

A TEACHER EVALUATION - SUPERVISION MODEL

FOR A

SMALL SCHOOL DISTRICT

by

Philip Hall[1]
Douglas Militzok[2]
William Mullin[3]
Peter Roach[4]

---

1 Science department head, Talcott Junior High School, West Hartford, Connecticut.
2 Supervisor of Industrial Arts, West Hartford Public Schools, West Hartford, Connecticut.
3 Superintendent of Schools, East Hampton, Connecticut.
4 Administrative Assistant to the Superintendent, Hartford Public Schools, Hartford, Connecticut.

ABSTRACT

The purpose of this practicum was to develop an effective teacher and administrator evaluation system for a small school district in accordance with a State Mandate. A narrative evaluation form was developed for teachers while a management-by-objectives plan was initiated at the administrative level. The clinical supervision process was utilized as a means to initiate improvement of instructional practices as separate from evaluation. A pre-post supervision attitude opinionnaire was devised and administered to indicate change in attitudes toward supervision. The CIPP model of evaluation served as the format and general evaluation for this practicum.

INTRODUCTION

The problem was to develop an effective teacher and administrator evaluation system for a rural community of less than 10,000 population.

East Hampton, Connecticut, was a small summer resort community located only 30 minutes from the downtown metropolitan area of Hartford. It is the fastest growing community in Middlesex County. Residents of the city of Hartford are moving to the neighboring suburban communities displacing these suburbanites who in turn are relocating in towns such as East Hampton.

Different socio-economic neighborhoods are developing. These residents vary from upper-middle class executive and middle management types to the low income unskilled laborer.

At the onset of this practicum, the Board of Education was comprised of members who were moderately progressive toward the educational program as well as the initiators of a multimillion dollar school building program. The newly elected Board of Education tends to be more conservative with its emphasis upon basic educational skills. However, this board continues to support the building program as evidenced by a recent bond issue in favor of a high school addition.

As a result of a mandate from the 1973 General Assembly of the State of Connecticut, the Board of Education directed the superintendent of schools to develop an evaluation device that would not only meet the mandate but also satisfy the Board's desire to implement their incentive pay plan.

The superintendent initiated the formation of an evaluation committee which was comprised of teachers and administrators. This committee researched the literature on evaluation, solicited staff input, and developed an evaluation tool supported by the overwhelming majority of teachers in East Hampton. As a result, the superintendent delegated the responsibility to the committee to present it to the Board of Education for adoption. The Board will react prior to the end of the '73-'74 school year.

After the Board of Education meeting on evaluation, the superintendent emphasized his obligation to do all in his power to help the teachers improve their instruction prior to the act of evaluation.

The Board directed the superintendent to establish a supervision model that would have the characteristics of being non-threatening and devoid of evaluation. Although many supervision models met these criteria, none did as thorough a job as did clinical supervision.

Two clinical supervison practitioners from West Hartford designed and conducted numerous activities for the orientation, training and monitoring of a randomly selected group of 30 teachers from within the school system. These teachers were administered a pre-post opinionnaire on attitudes toward supervision to determine attitudinal change.

Concurrently, while developing a teacher evaluation model, there had to be a method devised for evaluating the administrative staff. A consultant from West Hartford presented a plan to the administrators for Management-By-Objectives. A Management-By-Objectives system was developed that allowed administrators and department heads to state their annual objectives. The evaluation of the administrators and department heads by the superintendent would be based on the degree of success attained. A time frame for the objectives for the school year 1974-75 was initiated.

Due to the complexity of this practicum, many decisions had to be made. The Board of Education, as the decision-maker, needed to act on the recommendations of the evaluation committee regarding the evaluation device. The superintendent, also a decision-maker, needed to act upon the results of the clinical supervision component of this practicum as well as a

Management-By-Objective format.

The highlights of the decisions are as follows: a) a narrative evaluation tool was accepted by the superintendent as devised and presented to the Board of Education; b) a modification of clinical supervision was adopted to meet the needs of this small town; c) a Management-By-Objective format was accepted as presented with its implementation starting immediately.

CHAPTER I

THE COMMUNITY

Background of the Community

The population of the community of East Hampton is 8,000. It is a rural and agricultural town. There are no large congested areas of housing classified as standard or substandard, except for the Lake Pocotopaug area, the town center and the Middle Haddam-Cobalt areas.

Past census data show the number of dwelling units at 1,301 units in 1940; 1,724 in 1950; and 2,497 in 1967. This indicates that some 48% of the dwellings are less than 27 years old.

The neighborhood analysis map (Page 11) shows the general outlines in town areas outside of the lake center section. The map indicates neighborhoods with a heavy broken line and the statistical districts which compose them with a light broken line.

Neighborhood A comprises the sparsely populated residential area north of the high density development around Lake Pocotopaug. The Clark Hill, Black Ridge and Cobalt sections of East Hampton are in the northern

half of the western side of the town which is designated as Neighborhood B. The Lake Pocotopaug district was once a seasonal community with easy access to the lake for summer time activities.

The Town Center contained more year-round residential structures and a few single family seasonal cottages. One of the most sparsely settled areas of East Hampton is Neighborhood E, composed mainly of steep hills and swamp land which hinders development on a large scale. It includes the neighborhoods of the Flanders, Tartia and Salmon River. Commercially speaking, this neighborhood depends on the Town Center.

Neighborhood F comprises the southwestern center of the town including Hog Hill and Haddam Neck areas with a portion of the Middle Haddam settlement. A considerable amount of construction has recently taken place in this area. This is due to the sizeable amount of land for building.

Lake Pocotopaug is congested with many small summer cottage facilities. These dwellings are slowly being changed into year-round homes. Low income families are moving into this community bringing along with them the attitudes and values generated by people of this income level. These families are faced with financial problems as well as presenting some new

Ni

problems to the educational system. Congestion of these homes has caused serious defects in the sewage system designed to accommodate a sparsely populated neighborhood. As a result, the lake is becoming polluted.

Several of the large summer resorts have recently been demolished to allow space for the new large apartment conglomerations presently being constructed. These facilities will attract families with fewer children due to the limited number of rooms in the apartments. The Mid-State Regional Planning Agency predicts that this lake area will quickly emerge as a major apartment community whenever the sewage and drainage systems are redesigned and reconstructed.

The Central part of East Hampton is very congested with many abandoned buildings in need of demolition. Lower middle income type families are living in this part of the community and consequently outnumber the other residents. Historically speaking this area of town is rich with tradition.

The professional people reside in homes in the Middle Haddam district. Many Wesleyan University faculty members and executives of the American Education Press reside in the affluent portion of the Middle Haddam community.

The rural agricultural areas of East Hampton are currently

being developed by the housing authority as residential areas. People with a wide income range are moving into this community bringing with them different ideas on how an educational system should operate.

New inhabitants have brought progressive educational attitudes with them as they arrive from the City of Hartford and its surrounding communities. The educational objectives of East Hampton are beginning to place more emphasis on the individual needs of students. The population has been steadily rising to such numbers that additional facilities had to be constructed to meet the current demands for space.

Demands by the newcomers have made the superintendent of schools look for new methods of improving the learning environment for children. New emphasis for more accountability has persuaded the school board to direct the superintendent to secure new methods of improving the performance of teachers in the classroom. With more adequate supervision throughout the school system, the board felt that more relevant teaching methods and techniques would result. Students in the classrooms will ultimately receive better instruction and the educational climate in each class will be more conducive for improved student performance.

Not too far away from this rural community are the cities of Hartford and West Hartford. The capitol of the state of Connecticut, Hartford, is a densely populated community with over 160,000 people. The educational system is confronted with all the urban problems facing most metropolitan areas. This school system has a population of 28,000 students whose racial breakdown has radically changed within the past eight to ten years.

West Hartford is an upper middle income community currently called the "bedroom" suburban town of Hartford. It is one of the wealthiest towns in the state of Connecticut. The educational system is a progressive one with many innovative programs for improving the instructional programs for its students. Both Hartford and West Hartford have built several new educational facilities designed to better meet the needs of the individual students in their systems.

Superintendent William Mullin of East Hampton was directed by the Board of Education to seek methods to improve the instructional programs and evaluate all staff members employed by the system. The location of Hartford and West Hartford along with its advanced educational programming encouraged Mr. Mullin to approach administrators in these

two cities for assistance in developing an improved supervisory and evaluative system.

Recognized as the fastest growing community in Middlesex County, the East Hampton Community Development Action Program stated that its major educational goal is to maintain a continual research study to improve methods of providing a dynamic educational system within the limits of the town's resources.

Background on the Teaching Staff of East Hampton

There are five educational facilities in this fast-growing rural community. Three elementary schools, Middle Haddam, Center and Memorial, house all the elementary grades K-6 in buildings considered to be standard or traditional structures. One newly built junior high school houses the superintendent's office. This facility is equipped with modern materials designed for junior high students. The East Hampton High School will be expanded with more space for physical education and science. East Hampton is demonstrating to its citizenry that the school system is making the necessary preparations to meet the above stated goal recently established by the CDAP planning agency.

There are one hundred twelve teachers employed by the

East Hampton Board of Education. Fifty of the staff have the Bachelor's degree. Twenty-six of the staff have been teaching for 15 years or more. Forty-two percent of the staff are over 30 years of age. Of the 112 teachers there are 51 males on the roster most of whom are teaching on the junior and senior high school levels.

A comprehensive survey of the teaching staff was conducted to obtain a complete picture of their background both from the educational and sociological aspects. This study should be done in any small community interested in developing a new evaluative technique for its educational system. Compared with the socio-economic background of the community, certain problems or conflicts can be averted if there are drastically opposing views from the community and the staff of the school system.

One aspect of the study of the staff centered upon the teacher-training institutions to examine where the teachers of East Hampton were trained. Did most of them receive their education in the state of Connecticut? Or, did they migrate into the state from institutions in other states of the country?

Twenty-seven percent of the primary teachers attended Central Connecticut State College. Another local state college has contributed to the staff in East Hampton; Eastern Connecticut State College in Willimantic has ten graduates working in the primary grades. Seventeen colleges are represented by teachers on this K-3 grade level. Fifty-two percent of the primary teaching staff was trained in colleges located in the state of Connecticut. In addition to the two institutions already mentioned, St. Joseph's College, the University of Connecticut, Quinnipiac College, Southern Connecticut Sta te College and the University of Hartford are institutions that have prepared teachers to teach students who are in their formative stages of their educational careers. The other 48% of the teacher training institutions for primary teachers in East Hampton are located in the New England States.

Teachers in the middle grades (4-6) come from twenty colleges and universities. Eight of these institutions are located in the state of Connecticut. Of the other twelve colleges eleven are situated in New England and one is in Pennsylvania. The elementary teache.s in East Hampton

are predominately locally trained professionals who have graduated from Connecticut schools which are considered by many authorities in education to be amongst the better teacher training institutions for the elementary grades. Modern methods and current trends are being taught by these local institutions to keep their graduates prepared to meet the educational demands currently being made by communities such as East Hampton.

The junior high school teaching staff consists of graduates from 14 post-secondary schools. Fifty-percent of these teachers received their training in the state at Connecticut State College in New Britain, Southern and Eastern Connecticut Colleges and the University of Connecticut. A few of the teachers at this level are from colleges located in California and Ohio.

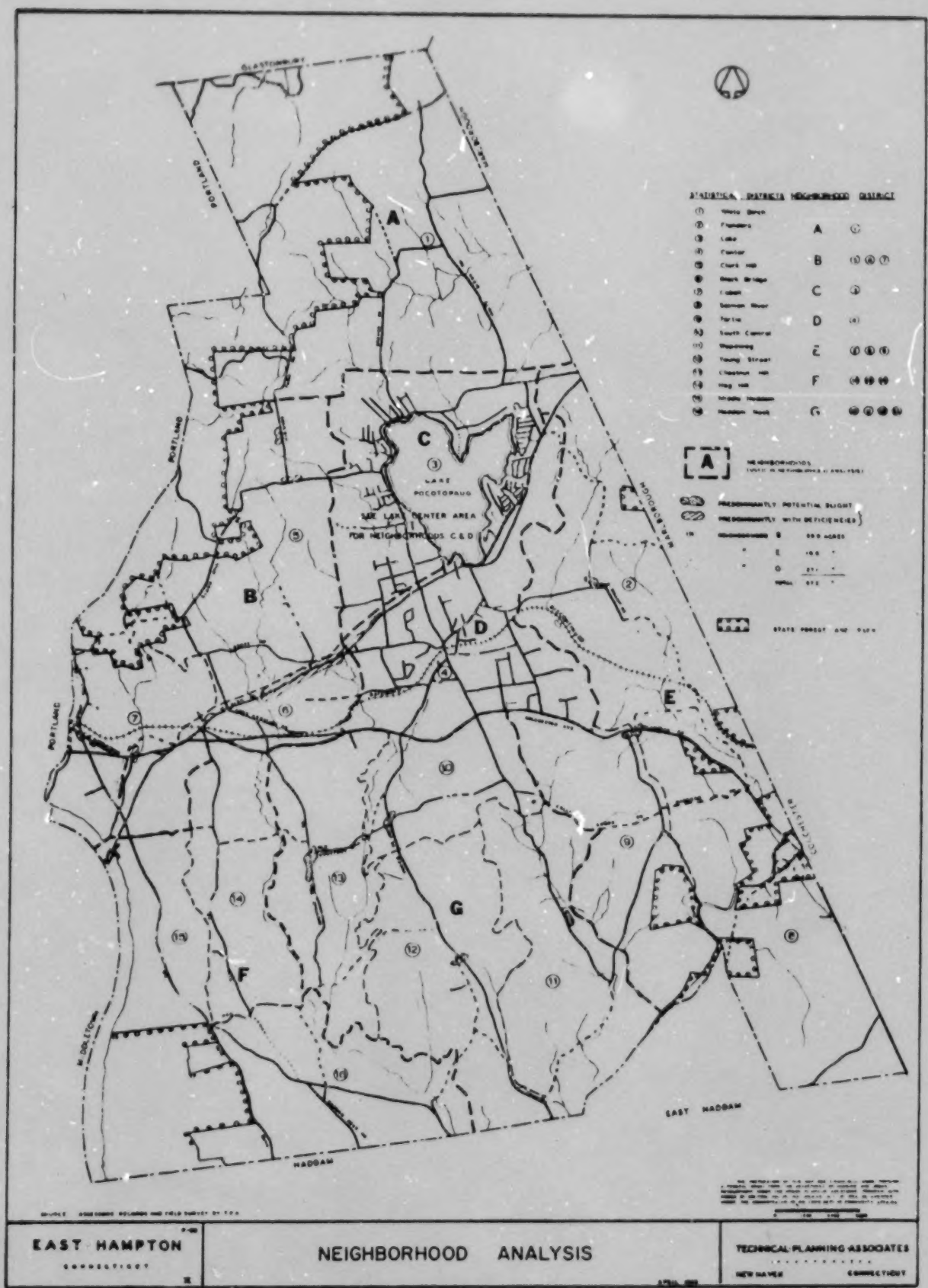
High school teachers in East Hampton have graduated from thirty-five colleges located throughout the United States. The University of Connecticut has more graduates teaching in this level than any of the other institutions. This wide distribution of colleges may have, to some degree, a significant bearing on the attitude of the teachers towards a new

method of evaluation or supervision to be instituted at the secondary school level.

Twenty teachers of special areas such as Art, Reading, Music, Guidance, Learning Disabilities, Spanish and Physical Education are graduates of eleven Connecticut colleges. All of the Reading, Learning Disabilities and Guidance people are from colleges in Connecticut. Ten colleges across the United States have sent the other ten teachers of special areas to the town of East Hampton.

There are ten administrators on staff. Five of these educators received degrees from the University of Connecticut. The rapport among the administrators is one tha t is positive and educationally centered. The rapport among teachers throughout the system is also positive which results in cooperation with each other under most circumstances.

In summary, the community and the school staff have the same objectives in mind, to upgrade the educational system and to improve the educational climate in the schools. This can be brought about by assisting teachers to improve their classroom techniques along with the cooperative support of the East Hampton community.


A
B
C
D
E
F
G
LAKE POCOTOPAUG
PORTLAND
EAST HADDAM
HADDAM
EAST HAMPTON
CONNECTICUT
NEIGHBORHOOD ANALYSIS
TECHNICAL PLANNING ASSOCIATES
NEW HAVEN
CONNECTICUT

CHAPTER II

EVALUATION MODEL

Context

The 1973 General Assembly of the State of Connecticut amended Section 10-151 of the General Statutes to require that each local superintendent of schools

> shall annually evaluate or cause to be evaluated each teacher and report the results of such evaluation and make recommendations to the town or regional Board of Education. Such evaluation shall be based upon minimum performance criteria established by the State Board of Education and such additional performance criteria as the local or regional Board of Education may, by negotiation, establish.

The report of the advisory committee to establish minimum performance criteria set down the following guidelines for the development of an evaluation plan:

1. Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based.

2. The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff.

3. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.

4. The general responsibilities and specific tasks of the teacher's position should be comprehensively defined, and this definition should serve as the frame of reference for evaluation.

5. The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position.

6. Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.

7. Evaluation should take into account influences on the learning environment such as material and professional resources.

8. Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.

9. The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.

10. The nature of the evaluations is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experiences provided children.

11. The program makes ample provision for clear, personalized, constructive feedback.

The East Hampton School System did not have an evaluation instrument that met the minimum criteria as suggested by the advisory committee. The instrument being used was developed a number of years ago in a cooperative effort with the teaching staff and administration.

The method used was a check off list of items (Appendix A) relating to various aspects of teacher performance. The problems this method presented were numerous and complex.

The Board of Education in the community is very cognizant of the need for evaluation of performance. During the last negotiations, the teaching staff reluctantly agreed to an incentive pay plan. The numerous constraints on the budget prevented the incentive plan from having any real substance. An arbitrary figure of $5,000 was added to the budget to cover incentive pay.

The administrative staff was then assigned the responsibility of determining the members of the teaching staff to be granted incentive pay.

The administrators met to determine the course of action necessary to implement the desire of the East Hampton Board of Education.

The following concerns eminated from several brainstorming sessions:

1. East Hampton does not have an evaluation system satisfying the State mandate.
2. The present model is unsatisfactory.
3. The Board of Education has implemented an incentive pay plan and this must be carried out.

Many other facets of evaluation were discussed, analyzed, and defined during the sessions the administrative staff devoted to the topic.

In order to determine decision alternatives, it was decided to delineate, obtain, and provide as much useful information as possible concerning the area of teacher evaluation.

This baseline data is summarized as follows:

One of the factors that determines the quality of of the educational program is the quality of the classroom instruction or the professional efficiency and skill of the teacher. Techniques for judging teaching skills have been developed and tested through classroom observation and the interaction between pupils and the teacher.

Teacher evaluation begins before the teacher appears on the job because new teachers must be employed to replace those who leave for various reasons. In fact, the school administrator begins the process of teacher evaluations with his recruitment procedures.

Assuming that the school administrator has used his best professional judgment in the selection of new teachers, it is important that the process of evaluation be continued for both the new and the old members of

the staff. The evaluation of a teacher is a process in which judgments are made regarding the teacher and his work. Desirably, the evaluation of a teacher is a cooperative and continuing process for the purpose of improving the quality of instruction, a process in which the teacher and others who work with him in the evaluation review the teacher's general and specific responsibilities, examine the conditions under which the teacher is working, determine whether the teacher is meeting the responsibilities satisfactorily, and decide upon changes, if any, that should be made in the responsibilities, the conditions, or the teaching.

The evaluation of teachers is made more imperative because of the State's tenure law. The teaching profession has a right to protect itself from incompetent teachers on the one hand; on the other hand, the individual teacher has the right to know the basis on which an evaluation of his or her work is made.

An evaluation instrument should be prepared by the school administrator which contains items

mutually agreed upon by the administration and the teaching staff. This becomes a written record of each evaluation and should be made available to the teacher, and agreed to by the teacher, before becoming a part of the teacher's personnel file.

Teacher evaluation may be both formal and informal. Informal evaluation is a result of the impression created by the teacher in the casual, day-to-day relationships in and about the school. There are some teachers who, by the nature of their personality, are leaders and who "carry the ball." They may not be those who hold office in the teachers' organization, nor always serve as chairmen of committees, although these are indications of the respect in which they are held by their fellow teachers. Students who may not be in their classes recognize and greet them in the corridors. They are a part of the community and accepted as such apart from any professional skills they may possess. Their opinions are respected by the administration and the staff. They "get things done."

Formal evaluation is confined to classroom observation where the professional skill of the teacher is

displayed through the classroom activities. Here an assessment is made of teaching methods or techniques.

The development of the actual evaluation instrument is left to the individual school administrator in cooperation with the teachers. It may be all-inclusive or restricted to a few major items. If it is all-inclusive, individual classroom observations should be confined to only a portion of the items with subsequent visits devoted to any observation or evaluation of those items not noted in any prior visit.

Items that are included in the evaluation instrument should be demonstrated and a means of improvement should be established. In other words, the teacher should have the opportunity to improve by knowing how improvement can be obtained.

Teacher evaluation, as determined by classroom observation, should be followed by a conference between the teacher and the evaluator.

The teacher should have the opportunity to express his own self-evaluation. From the exchange of evaluations should come a course of action for improvement, if necessary. The evaluation record should be acknowledged

by the teacher, not necessarily as an agreement of the evaluation, but as an acknowledgment that the evaluation has been made.

In evaluating teachers, the emphasis is on making judgments in relationship to objectives, not on judging the personal worth of people.

Good evaluation is preceded by:

1. A determination of what is important (criteria)
2. Measurement
3. Analysis
4. Interpretation

Formal evaluations should be analytic rather than comparative, establishing whether the teacher reaches various standards but avoiding attempts to compare the teacher with other teachers. The emphasis should be on helping individuals improve their contributions to the learning of school children rather than on taking punitive or motivation techniques.

There is some evidence[1] that teachers welcome evaluation if:

1. The major focus is on improving rather than fault-finding;

2. The information produced is meaningful to the teacher; and

3. The principal takes the necessary time to collect information that is adequate and to discuss it with the teacher.

This research implies the need to have agreement on purpose, and this can occur only when purposes and procedures are specific.

Considerable resistance to discriminatory evaluation of teachers exists in spite of the advantage of such evaluation.

Changes in goals and procedures of evaluation are resisted by various forces, and teachers' organizations are one of the strong forces opposed to discriminating evaluations or evaluations which expand beyond the single purpose of improving instruction.

Removal of resistance to evaluation depends on clear organizational goals, resources adequate for training evaluators (and providing adequate time for them to perform tasks required), and clarity of the relationship of the organizational goals and the task of the evaluator.

The base line data was obtained by a careful analysis of materials provided by an ERIC search #740009, "Teacher Evaluation-Theory, Goals and Instruments." This search was conducted by the Area Cooperative Educational Services of North Haven, Connecticut.

The base line data will serve as a basis for determining objectives. But these objectives cannot be realized if the community or the school personnel are unable to accept them.

In another section of this report an analysis of the community is presented. It is also interesting to note that the community socio-economic profile seems to be changing. In the 1960 census the community was one of the highest in frequency of low-income families in the county. The 1970 census projects a turn in this area with a 25% drop in low-income families. This is quite evident in the reflection of community values.

The administrative staff next turned to the problem of identifying objectives to meet the following goals:

1. The State mandate for an evaluation system.
2. To satisfy the Board of Education's desire for accountability.
3. To develop a model that will satisfy both the

teacher group and the administrative group.

4. To determine the compatability, if any, between evaluation and incentive pay.

It was determined that the following improvement oriented objectives should be pursued in order to meet the needs that have been identified.

1. To determine the purposes of teacher evaluation in the community of East Hampton, Connecticut.

2. To determine the possible problems that might exist in implementing a teacher evaluation model in East Hampton.

3. To determine what criteria should be used in the development of an evaluation model.

4. To determine the methods to use to collect information in order to implement evaluation.

5. To determine the measuring instruments to be used in the evaluation model.

6. To determine the method to use for clear and precise communication between the evaluator and the evaluatee.

Input

Over two years ago the Board of Education had requested the local teachers' organization to begin to design a more adequate model of evaluation that would be accepted by the staff and the administration. The teachers' organization gave only lip service to this request. It therefore became the responsibility of the

superintendent to implement procedures to design an evaluation model that would be acceptable to all parties and still be within the minimum criteria as established by the State mandate.

It was of utmost importance that the selection of personnel to serve on this committee be handled in a democratic fashion.

The administrative staff met and discussed possible ways of selecting committee members. It was decided that a notice would be sent to all staff members explaining the need for the establishment of the committee and the purpose it was to serve and then ask for volunteers. A faculty meeting would be held in each school to explain the purpose and objectives of the committee.

It was hoped that at least two people would volunteer from each school. This was accomplished quite readily.

The administrative staff selected two principals to serve on the committee. The superintendent also served as an ex-officio member of the committee.

The first meeting of the committee selected a chairman and a secretary. The discussion centered around the method to use to accomplish the committee's goals. The administrators on the committee presented to the committee a summary of the improvement oriented objectives that they had previously determined.

The committee as a whole accepted the objectives as the method of achieving the overall goals.

The objectives now having been identified, assessed and accepted the committee turned to the problem of determining procedural designs and strategies to accomplish its purpose. The committee felt that they needed all available research they could find to help them in their deliberations. ERIC search #740009 was conducted especially for the work of this committee. This search constitutes the major research data used in the development of an evaluation model for the East Hampton School System.

The evaluation committee representatives would hold meetings in their respective buildings and discuss with each staff their thoughts concerning evaluation. Results of these meetings would be reported back in order for the committee to determine a philosophy of teacher evaluation.

This philosophy would then be distributed among the staff for further refinement. The teacher representatives would be given a guide to use in their discussions with staff members. The guide for the committee members covered the following points:

1. To improve teaching, including out-of-classroom activities as well as classroom instruction. (This purpose is not limited to teacher behavior but implies any action taken to improve teaching systems, the teaching environment, or teacher behavior).
2. To reward superior performance.
3. To supply information for modification of assignments (including placement in another position, reduction of load, promotion to a leader ship position, or termination of employment).
4. To protect individuals or the school system in legal matters (including both the protection of teachers against a capricious new administrator and the protection of the school district and children against a harmful teacher).
5. To validate the selection process.
6. To provide a basis for career planning and individual growth and development of the teacher (including professional degrees and inservice training programs).

In order to determine possible implementation problems a subcommittee would be appointed consisting of representation of the whole committee and administrators to brainstorm possible problems. Surrounding communities would be contacted and asked if problems of implementation of an evaluation model could be identified.

In determining the criteria to be used in an evaluation model the ERIC search would determine existing criteria being used in other parts of the country. The Connecticut Elementary Principals Association and the National Education Association Research Departments would also be used.

The teacher representatives on the committee would meet with the staff in their individual buildings to receive input. The committee felt that involving teachers as well as other members of the educational community in the development of criteria might help establish more accurately defined criteria and might improve the morale of the professional staff.

The staff meetings would try to answer the following questions as determined by the committee:

1. Who would decide on the criteria and their importance?
2. What procedure would be used to acquire information used in making this decision?
3. How would the data gathered be analyzed?

Process

The procedural designs and strategies having been determined, it is now necessary to provide data and feedback to monitor the program. This data should be provided on a continuous basis and should be used to interpret the outcomes.

The first major problem was that of selecting committee members. This was extremely important in order that prejudice against the committee would not arise. There was already a feeling among a small but vociferous group of the teachers that they would not approve any form of evaluation model.

The administrators spent considerable time during the fall months discussing the best possible ways of making the committee be truly representative of the school system.

It was decided that each principal would call a faculty meeting to discuss with the staff the state mandate and the desire of the Board of Education to implement a workable and compatible evaluation model for the 1974 school year. This meeting would also ask the teacher to select ways of sta ffing the committee. The principals left the room and the group then determined its representation. The results were, two members from one primary school,

one member from a small primary school, three members from the middle school, two members from the junior high school, two members from the high school, one member from the special areas, and the chairman of the teacher negotiating team. Two principals were chosen by the administrative group and the superintendent as an ex officio member.

The superintendent called the first organizational meeting and the group selected a chairman and a recorder.

Almost immediately it became evident that procedural barriers were beginning to appear. The small opposition group began to start the rumor that the superintendent had hand picked the committee and the chairman. Becoming aware of this the committee was determined to correct this misunderstanding. Each member returned to his individual school, met with the staff, discussed the rumors and clarified misunderstandings.

The committee accepted the objectives and strategies as determined by the administrative group during the input stage. They could see no reason why this should present any constraints on the workings of the committee. The procedural designs seemed to be what the committee hoped to accomplish.

A questionnaire was prepared and distributed to the staff. (Appendix A) The results were compiled by the representatives and then by the committee as a whole. The results of the questionnaire are as follows:

1. What is to be evaluated? Teacher performance, pupil performance, teacher learning, pupil learning, teacher instruction, etc."

R. Different people mentioned different things, with a different emphasis. All factors should be taken into consideration. Since each teacher is an individual with his own personality and his own methods he will be stronger in some areas and weaker in others.

2. Who and how many are to evaluate: principal, department head, advisor, co-workers, student polls?

R. Most said principal; other townspeople; other teachers.

3. Should we evaluate a teacher's performance or lesson content and delivery?

R. The teacher and the evaluator should work together to strengthen the weak areas.

4. Should the teacher be viewed as a human being or a "professional"?

R. The pat answer as a "human professional" or a "human teacher".

What are we asking in this question?

A teacher is a professional, but as a person he does have faults and weaknesses. However, as a teacher he should try to correct them.

5. What purpose should the evaluation serve?

R. Consensus was that evaluation should be a means of helping a teacher become a better teacher through constructive, positive criticism.

It was decided that the present evaluation checkoff list did not meet the requirements as determined by the staff. The decision was made to put aside the model and begin work immediately on the development of a more suitable model.

A considerable period of time was set aside by the committee for the representatives to explore with the various faculties their feelings and concepts as to the purposes of teacher evaluation.

The consensus of the entire staff centered around the following propositions:

There is a general agreement among educators that the most important purpose of evaluating teaching is the improvement of instruction.[2]

However, the staff was not willing to accept this definition without certain stipulations: e.g. supervision can provide feedback regarding behavior to teachers; physical environment and materials can be modified; self-evaluation can be used to improve diagnostic skills of teachers, or information can be gathered by other teachers and discussed with the teacher.[3]

The committee did agree that usually, when a teacher views evaluation as a means to improve his instruction, he accepts it as a part of the teaching assignment.

The teachers in the East Hampton Schools are rather concerned about the incentive pay plan. They feel it was imposed upon them. As a result, considerable debate occurred as to the purpose of evaluating teachers and rewarding superior performance. This feeling was so strong that a great deal of effort went into the exploring of research in this area.

The teachers recognize the fact that people outside of school are asking why teachers should not be paid according to the excellence of this performance, e.g. how will pupils learn.[4] However, this use of teacher evaluation tends to meet with considerable opposition from teachers. These increasing pressures from the school board and certain aspects of the community for rewarding superior performance seem to be in direct conflict with many of the teachers in East Hampton.

The teachers stated that the major objection toward this proposal was due to the subjective nature of the evaluation. They suggest the use of objectively obtained measurements of specific behavior which have been related by research to the

accomplishments of specific pupil outcomes. The teachers also stated emphatically that they resent being classified into general categories of excellence, since excellence is specific to a situation as well as a person.

The committee wished to go on record as stating that their feelings concerning incentive pay could be summed up with the following conclusion: better staff morale and better instructional program will result from adequate and creative supervision and orderly dismissal procedures for incompetent teachers.

The evaluation committee concluded their work on this phase by adopting the following resolution:

The purpose of evaluation is to promote improved performance. Evaluation is a means for the attainment of this goal, and an end in itself. The focus of evaluation should be on the identification of aspects of day-to-day performance that can and should be improved. To do this most effectively:

1. Responsibility and standards must be clarified.
2. Specific performance objectives must be identified and selected.
3. Activities must be designed to achieve the objectives.
4. Assessment must be made to estimate accomplishment.
5. There must be communication to determine current status and future plans.

One of the most important elements in the evaluation system is that of self-evaluation. Every effort has been made to insure that evaluation is a process done with teachers. It is a cooperative undertaking and it is carried on with mutual respect. It must be carried on in a professional atmosphere between the individuals involved.

A subcommittee was appointed to try to anticipate the possible problems that might present themselves in an attempt to implement a teacher evaluation model. The committee consisted of two teachers, two principals, and the superintendent.

Discussion began concerning the human relations aspect when one person evaluates another. When evaluation procedures include placing people in categories, e.g. "good" or "average," an emotional response is quite likely to be precipitated on the part of some teachers. It was determined that it might be necessary to provide psychological support for some teachers being evaluated.

The subcommittee raised two questions:

1. Would there be a reduction of creativity?

There is a tendency for the teacher to be shaped by a rating scale regardless of whether or not the scale validly

measures good teaching. He may conform even though the measurement does not include necessary behavior or includes behavior not pertinent to the work. Link[5] states that especially under situations of merit pay, "a rating scale becomes a shaping device no matter how supportive the supervisor, the principal, or the system."

2. How often should a teacher be evaluated?

Another problem of teacher evaluation is the feasibility of evaluating all teachers annually. East Hampton, as with most small districts, does not have sufficient number of administrative and supervisory staff to do an adequate job of evaluating.

The purpose for evaluation has been stated by the teachers as one to improve teacher instruction. Therefore, it is necessary to have continuous evaluation of every teacher. This necessitates a supervisory staff effective enough to handle the supervisory load.

The committee now turned their efforts towards development of criteria for teacher evaluation.

The ERIC search material was carefully analyzed and discussed. Much of the material did not fit the objectives of the committee and therefore was not used.

One administrator contacted the Connecticut Elementary Principals Association for their research efforts in the State on

Connecticut. This proved practically worthless. The organization is not equipped to handle research gathering materials at this time.

The National Educational Association presented varying forms of philosophy but not much more data than the committee already possessed.

Different members of the committee were assigned the task of personally visiting surrounding communities and discussing with teachers and/or administrators their feelings concerning evaluation and incentive pay. The results from this survey indicated that (1) there was overwhelming agreement on the individual philosophies from each school, and (2) that the evaluation of a teacher should be a result of all efforts to provide help in making the individual a better teacher. There was considerable skepticism that incentive pay will do very much to improve teacher effectiveness.

The committee then decided to prepare an agenda for each representative to take back to his respective schools to obtain the feelings of the staff as to the criteria that would best suit the needs of the East Hampton Staff. Three questions were to be discussed by the staff.

1. Who will decide on the criteria and their importance?

The committee reported that it was quite evident that the staff was very concerned as to the criteria to be used for evaluation. The major topic of discussion dealt with the assumption that any criteria based solely or mainly on an individual's intuitive judgment are built on the weakest of foundations. The committee pointed to research done by Ryans[6] which indicates that criteria decisions would be improved if based on the pooled judgments of experts. Ryans points out that the group of experts (jury or authorities) may consist of:

a. The totality of the known group of authorities or experts (e.g. all of the principals and supervisors in the school district, all members of a teachers' professional organization, all college teachers of a specified subject matter, etc.). Of course, such a procedure usually is not feasible unless the totality of experts is relatively small.

b. The random sample from the roster or membership list of a known group of authorities.

c. A purposive sample drawn from the totality of authorities as defined.

d. A sample of individuals who have been specifically trained to make authoritative judgments regarding the criteria (e.g., job analysts, trained observers, etc.).

In education, method c probably is most often employed; however, Ryans suggests that it is the weakest of the four. He also warns that methods a,b, and d do "not necessarily insure valid criterion description, but they represent distinct improvements."

Following Ryans theory the committee concluded that for the East Hampton School system the criteria determination should be made by a combination of teachers, principals, supervisors, and possibly students. There was a reluctance to include parents.

2. What procedure will be used to acquire information used in making this decision?

Again the committee turned to research by Ryans.[7] They printed Ryans six possible techniques, discussed each with staff members and asked them to rate them, either very worthwhile, worthwhile, or not worthwhile.

Ryan's six techniques and the results are as follows:

a. Free response--statements of what is important and the degree of importance, based upon the general impressions held by various members of the educational community.

Result - Worthwhile

b. Checklist response--individuals indicate what is important and the degree of importance on a previously compiled list of desired behaviors and outcomes.

Result - Not worthwhile

c. Position analysis--detailed systematic description of what is important for success and the degree of importance by individuals trained in carrying out such an analysis.

Result - Worthwhile

d. Critical incidents description--detailed descriptions of actual incidents and behaviors that have been observed by experts to be "critical" in learner growth and development. (Note: This technique primarily deals with teacher behavior as opposed to learner outcomes).

Result - Worthwhile

e. Time sampling--detailed tabulation of teacher behaviors based upon systematic observation and recording, with special attention to the conduct of observation during representative samples in time.

Result - Very worthwhile

f. Psychophysical methods--members of the jury determine what is important and the degree of importance using such methods

as ranking, paired comparisons, etc.

Results - Worthwhile.

One of the committee members had taken some graduate work in Flanders' Interaction Analysis and the Superintendent had been involved in a workshop designed around the work of Byers from the University of Connecticut. These two committee members were asked to pool their experiences and present to the committee a summary of what might be considered desirable teacher behavior.

It was pointed out that teacher behavior beneficial for one group of children might not produce the same results with another. There are, however, some teacher behaviors that have precipitated desirable pupil outcomes in a variety of situations.

Students seem to profit from a teacher who:

a. Accepts and uses ideas and opinions of pupils.

b. Is flexible and adjusts behavior and strategies to situations and students.

c. Views teaching as a complex task which requires goal setting individual student assessment, and decision making in terms of immediate and long-range problems.

d. Provides students with a framework within which to interpret information.[8]

Methods to be used to collect information:

The administrators presented to the committee the existing administrative regulations (Appendix A) concerning class observations and the collection of information that will be used in the determination of an evaluation. Copies were given to all committee members for them to study and make suggestions for any possible change. It was the opinion of the committee that the present administrative regulations were fair and complete. The committee then recommended to maintain the present system of gathering data in order to determine an evaluation of a teacher.

The committee was now several weeks behind schedule. This was due to the cancellation of some meetings; a severe ice storm and bad weather, a vacation that closed school for one month, and the fact that the building meetings took longer to conduct that originally planned.

The goal to present the findings to the Board of Education was delayed from March to May. During April, the committee chairman felt he could no longer assume the responsibility of chairman. This delay in reorganizing was also costly time-wise.

The committee was reorganized and set for its immediate goal that of examining as many models of measuring instruments as they

could possibly attain. The ERIC search[9] proved indispensible in this regard. The committee had available to it samples of measuring instruments that were in use nationwide.

Some of the committee members visited nearby school systems and examined their devices.

The time seemed to have arrived that the committee would organize all of its data and begin to construct an evaluation instrument that would serve the needs of East Hampton.

Caution was expressed by one committee member in the selection of an instrument. He cited the research done by Lyons[10] that there are four practical considerations or restraints in making appropriate decisions regarding the kinds of measures to use or develop:

1. Cost Factor--Priorities must be determined for the kinds of data needed and decisions made to allocate money among these priorities.
2. Time Factor--Some measures take a great deal of time to use and to develop properly; and if not enough lead time is available, the use of such instruments will not be feasible.
3. Source Factor--It does no good to decide on a particular instrument that would do the job, allocate appropriate

resources, and then find out it is not possible to collect the data because no data source is available.

4. "Taboo" Factor--An otherwise satisfactory instrument can meet with resistance if it conflicts with local traditions or customs.

Product

The committee became aware of the startling fact that they were very much behind the time plan originally set and they must decide whether to continue, terminate, modify, or recycle the project. The strategy was to reassemble the material available, assess its worth, devise an evaluation instrument, set guidelines for its implementation and prepare an interim report for the Board of Education for late in May.

As a result of the foregoing, the completed guidelines and accompanying evaluation tool follows.

Guidelines for Evaluation

These guidelines are based on the philosophy that the primary goal of teacher evaluation is to help the teacher to improve his level of performance in the classroom. It is not a punitive procedure. It is to be done with and for the teacher rather than to the teacher.

Because of this primary goal, Sections 1 and 2 will consitute the major portion of the total-teacher evaluation. Sections 3 and 4 are available for comment but should be considered secondary.

1. Teaching Ability

   Knowledge of subject matter

   Preparation for class lessons

   Stimulates and maintains interest

   Makes clear and precise explanations (clarifies by examples and illustrations)

   Evaluates pupil growth (both subjectively and objectively)

   Promotes good study habits

   Utilizes a variety of materials and techniques

   Systematic and orderly progression

   Individualized program of continuous learning is being carried out with students of all academic levels

2. Classroom Management (pupil-teacher relationships)

   Alert to physical and emotional needs of children

   Discipline

   Rapport with all types of students

   Shows patience, tolerance, and kindness in dealing with class

   Students engage in meaningful activities

Students understand what is expected of them

Students able to work independently of the teacher, either by themselves or with other students

Teacher prepared to meet the demands of the class

Students appear eager and interested

Students cooperate in the management of the classroom

Teacher is fair and impartial

3. Contribution of Teacher to Total Program

Participation of inservice and other types of inhouse programs, such as curriculum development committees, etc.

Willingly accepts professional responsibilities for all school activities

Has a positive professional attitude toward operational procedures

Willingly takes on extra responsibilities

Coopera tes with supervision

4. Professional Qualities

Rapport with all types of students

Attitude

Ethics

Humor

Tact

Enthusiasm

Self-Control

Ability to assume responsibility and willingness to do so

The evaluator will use the following instrument to carry out the evaluation:

Teacher Evaluation

East Hampton Public Schools

Teacher _____ Date _____

School _____ Area _____

1. Teaching Ability

2. Classroom Management (Pupil-Teacher Relationship)

3. Contribution of Teacher to Total Program

4. Professional Qualities

Summation:

Teacher Comments:

I have read the above evaluation report on _____(date)

Signed_____(teacher)

I have reviewed the above evaluation report with _____(teacher)

on _____(date)

Signed_____(principal)

The committee is also trying to determine if the objectives of the project were met. A review of the original goals seemed to be in order to make this determination.

1. To determine the purposes of teacher evaluation in East Hampton:

The committee feels they have made a fair determination of the purpose of evaluation. They however feel that a great deal of work is left to be done to convince the Board of Education that they do not view evaluation and incentive pay in a similar way.

2. To determine the possible problems that might exist in implementing a teacher evaluation model in East Hampton.

The committee feels they have accomplished this objective. The several meetings with staff brought out many serious problems. The committee members felt that they handled these problems and have them under control.

3. To determine the criteria that is to be used in the evaluation model.

This has been temporarily accomplished. The present guidelines for observation are considered adequate and fair. The staff agrees to the necessity of an evaluation model and the committee feels this objective has been achieved.

4. To determine the methods used to collect information in order to implement evaluation.

There was no argument as to the present method being used to accomplish this objective. The committee endorsed the method presently being used and emphasized its fairness and objectivity. The administrators on the committee felt that they had set too ambitious goals for themselves and hope to revise this aspect.

5. To determine the measuring instruments to be used in the evaluation model:

The committee was not completely satisfied with the obtaining of this objective. An instrument was devised but it by no means is the final one. The committee will point out to the Board that this particular instrument needs to have a trial period and that it too will undergo evaluation after a year's use.

6. To determine the method to use for clear and precise communication between the evaluator and the evaluatee:

This particular objective is by no means accomplished. The committee is suggesting that another year's work be assigned to this area.

It was determined that this objective could best be accomplished by the mutual setting of goals and objectives between the evaluator

and the evaluatee. The committee formulated the following theory to be considered for study and possible implementation in the near future.

Evaluation, through the identification and implementation of goals can be an effective, meaningful process if used properly. The purpose of setting goals is to improve teaching performance. As such, there are many positive elements to be considered:

a. Goals focus attention on specific areas in need of improvement.

b. Goals are set and defined by teacher and evaluator in accordance with the role of the individual teacher.

c. Goals can be reformulated for the next school year.

d. Evaluator and teacher share in any success or failure.

e. Goals do not comprise the entire evaluative process.

In summary, "Goal setting" can be a valuable tool for the improvement of teaching performance. Care should be taken to make the process a shared one with open communication and, most important, shared responsibility for results.

In the section of this practicum dealing with supervision, the need for foal and objective setting is discussed. Through familiarity with this rpocess, the committee hopes to continue its work towards an effective and accepted method of evaluation.

FOOTNOTES

1. Rose, Gale W. "The Effects of Administrative Evaluation" The National Elementary Principal, 43:50-56, November 1963
2. ERIC Search #740009, Vol 2. p. 7
3. Ibid,
4. Ibid, p. 8
5. Ibid, p. 11
6. Ibid, p. 16
7. Ibid, p. 18
8. Ibid, p. 17
9. ERIC Search #740009, Vol. 1
10. ERIC Search #740009, Vol. 2 p. 28

CHAPTER III

Supervision

Context

Prior to establishing objectives, the practicum group needed to determine what the community and teacher values are concerning supervision. The community values are important in that the citizen finance the school system, have children attending the public schools, and consequently are very much concerned with the effects of supervision on teaching behavior. Teacher values concerning supervision are extremely important in that these values must first be identified before prescriptive remedies to overcome attitudinal stigmas placed upon supervision can be achieved.

Since the board of education is the elected vocal agent of the community, it is necessary to determine what values the board members have toward supervision. During the February, 1973 meeting on evaluation, the Superintendent presented that the purpose of supervision is the improvement of instruction through help to the teacher. Initially, the board was preoccupied with evaluation and accountability, and wanted to know how supervision could be used to evaluate teachers.

This concern with evaluation was due in part to the newly instituted merit plan for teachers. The Superintendent stressed and

explained the difference between evaluation and supervision, and emphasized the school system's obligation to help the teacher improve his instruction in every way possible prior to the act of evaluating him. In his delivery to the Board the Superintendent stated "Help should come from a supervisory model devoid of evaluation."

After much discussion, the board accepted the superintendent's thesis, and commissioned him to establish a formalized supervision model (devoid of evaluation) for East Hampton. After some probing by the superintendent, each board member candidly exposed his own personal values on supervision. Several board members felt that the current supervisory practice in East Hampton had little effect upon the teacher's behavior and ultimately upon the students. They felt a lack of consistency concerning administrator's practices of supervision, and a general lack of administrative thoroughness concerning visits into the classroom employing the established guidelines,(pre and post conferences). Admittedly, they associated supervision with evaluation, but came away from the meeting with a good understanding of each. Concomitant with the board's directive, one board member, (a principal in a neighboring town) suggested investigating Clinical Supervision as a possible model for East Hampton.

Although the research[1,2] indicates that teachers generally feel that their experiences with supervision are anything but productive, it was

necessary to determine what the values and attitudes of the teachers in East Hampton were. In order to obtain this needed information, a pre and post opinionnaire will be devised and administered to teachers (Appendix B). The purpose of the opinionnaire is twofold. First, it will reveal the attitudes of teachers in East Hampton toward supervision at the time of testing. Second, the post opinionnaire (same questions) will serve as a measuring stick in terms of changing attitudes toward supervision after the treatment of a supervision model.

The East Hampton School System consists of one high school, one junior high school, one middle school, and two primary schools. The system has a total of 112 teachers. In order to ultimately affect all teachers in all schools, with a uniform supervisory model, it was necessary to select a number of teachers from each of the five schools. Due to the restriction on professional days, and the amount of time the practicum team members could spend in East Hampton, it was decided to select approximately one-third of the teachers from each school to participate in the treatment group. Randomly selected (from the total staff) were 30 teachers. Early in September 1973 the pre-opinionnaire was administered. Following this the teachers will be exposed to a supervision model. When the project ends, at the end of March 1974, the post-opinionnaire will be administered. What is

needed at this point is a brief analysis of teacher attitudes (as a result of the pre-opinionnaire) to justify whether or not a change or a supplement to the current supervisory model (Appendix A) in East Hampton is necessary.

The opinionnaire consisted of thirty statements categorized into four subgroups as follows:

1. personal experiences with supervision
2. general teacher preceptions and attitudes about supervision
3. evaluation and supervision relationships; and
4. the role of the supervisor

Each statement could be responded to as strongly agreeing, agreeing, disagreeing, strongly disagreeing, or of no opinion. Responses were analyzed based upon a simple per cent of the total responses for each item.

After analyzing the pre-opinionnaire, an obvious conclusion was drawn. Teacher's responses were inconsistent with one another. That is, teachers responded to similar questions inconsistently. For example, when it came to the question of whether or not the supervision process was of any value, fifty-four percent of the teachers felt that either the process was of no value to them, or they had no opinion. The majority of the teachers did not have a

positive attitude about being supervised. However, when it came to the question, "my experience indicates that supervision is a waste of time," seventy-four percent of the teachers disagreed, while ten percent had no opinion. Here, the overwhelming majority of the teachers felt the supervision process was a constructive use of time. These two responses seem to contradict each other.

In another question, "the real purpose of supervision is to improve the instruction in the classroom," ninety percent agreed. This response would tend to indicate that the teachers completely understood the function of supervision as opposed to evaluation. However, in the question, "Formal evaluation is separate and distinct from supervision," the responses were split. Forty-six percent of the teachers agreed, while fifty-one percent disagreed. A natural conclusion one could draw from these responses is that a large majority of teachers confused or associated the process of evaluation with supervision.

Another question stated "the role of the supervisor is to analyze specific teacher performances and strive to improve teacher weaknesses," an overwhelming eighty-eight percent of the teachers agreed. There seemed to be obvious agreement and understanding of the supervisor's role. However, in the statement, "the role of

a supervisor should be clarified," ninety-two percent agreed. One can conclude here that the vast majority of the teachers are unclear as to the role of the supervisor. This was another obvious contradiction.

As a result of the pre-opinionnaire, two needs can be identified. First, there is a great need to clarify supervision and its related functions, as well as evaluation and its functions. Second, as a result of the confusion and contradictions, there seem sufficient areas that can stand improvement. This improvement process can be achieved via a formalized supervision model that is non-threatening, that is devoid of evaluation, and one that affords the teachers an opportunity to supervise themselves.

Once the need to change or supplement the current practice was established a search was conducted for a supervision model that would best meet the needs of the teachers in East Hampton. Following the board member's lead, the practicum group investigated Clinical Supervision as well as other effective models. It was found that although some supervision models met some of the needs, none did as thorough and complete a job as did clinical supervision. An ERIC search by Area Cooperative Educational Services of North Haven, Connecticut was conducted. Also, Dr. Morris Cogan was

interviewed. A recent unpublished research paper concerning school systems that practice Clinical Supervision was secured and reviewed.[3] All of these sources revealed that West Hartford, Connecticut is the only school system in the country that is uniformly practicing clinical supervision in all its schools. There was no need to further investigate the West Hartford model due to the fact that two members of this practicum are supervisors in West Hartford, and have used clinical supervision as their only means of supervising teachers for over five years.

In addition to East Hampton and West Hartford, supervisory practices were investigated in the Hartford and Farmington Public Schools. In Hartford, a supervisor would come into a classroom cold, and unannounced. He would sit down in the back of the room and begin writing. He would go back to his office and translate his findings onto a single evaluation form. He would then meet with the teacher and tell him how he could improve, and what he was doing well. If the teacher agreed with the supervision report, he would sign one copy (that went into his permanent file) and would keep one copy for his records. While part of the Farmington schools used this supervisory model, other schools employed clinical supervision. The stimulus for this research was the

thought that teachers should be exposed to a variety of supervisory practices in order to make intelligent decisions as to which one best fit his or her own school situation. If representatives from each school in East Hampton (also part of the treatment group randomly selected) could visit and participate in supervision models in West Hartford, Hartford, and Farmington, they could compare the strengths and weaknesses of each model, and favor parts of many or one model for their own situation. Although there is no plan to formalize a discussion, it is hoped that those teachers who visit the other school systems would discuss what they say with members of the treatment group within their own schools. These subsequent discussions would involve teachers in positive role playing, and would involve those teachers of the treatment group who were unable to visit the other systems due to the time and cost factors.

Clinical supervision as envisioned by Dr. Morris Cogan, and practiced by West Hartford consists of numerous stages which constitute a complete cycle. The process can be performed by a teacher and another individual, or a teacher and a team of individuals. The phases include: establishing the teacher-supervisor relationship, planning with the teacher, pre observation session, classroom

observation, strategy session, analysis session, post-analysis, and renewed planning. A complete cycle usually encompasses parts of two full days. In the case of teams, individual teachers need to be freed from certain classes in order to participate in different phases of the cycle. This means that a number of classes need to be covered. This coverage can be accomplished in numerous ways: teachers can give of their "free" time to cover for other teachers, substitutes could be hired to teach these classes, or parent volunteers could cover the classes. This classroom coverage can easily represent a budgetary consideration, as well as negative reactions from parents. In addition, there may be nominal costs as a result of clerical help, printing, and purchasing of reference texts. However, on the positive side, clinical supervision can help teachers improve their classroom instruction by creating a non-threatening atmosphere, dealing with teachers as equals, helping the teacher synchronize his inward intents with his outward performance, helping the teacher solve whatever classroom problems he wants to solve, and ultimately really changing the teacher's classroom behavior in a positive way.

During the analysis session of clinical supervision, the analyst is working closely with the teacher in the area of behavior modification.

This is a serious and important stage, and should not be considered amateur psychology. In addition, it is a very mentally taxing process on the analyst. He has a set of strategies that have been agreed to (if a team was involved), yet he must not be tied to his data but must be able to flow with the conversation. He needs to lay out patterns in a non-threatening way, and must bridge the gap between patterns. He must listen carefully to the teacher's reactions, but must at the same time think of new strategies "on the spot" to further discover strengths and weaknesses that may lie under the surface. The point is, that not everyone can successfully be the analyst, and a device should be developed to predict the success a person could have as an analyst. After some research, Wellers[4] system called MOSAICS was discovered. Utilizing the analyst's pedagogical moves, MOSAICS can analyze his effectiveness and offer suggestions for improvement.

A comprehensive observational instrument that focuses on the objectives and practices of clinical supervision called MOSAICS (Multi-demensional Observational System for the Analysis of Interactions in Clinical Supervision.) This instrument was developed primarily for student teachers, but it is applicable to individual or groups of teachers of different grade levels, subject areas and teaching situations.

Audio tapes are analyzed for pedagogical moves relating to conference management. There are five "pedagogical moves" made during a conference between the two participants. They are: Structuring-STR, Soliciting-SOL, Responding-RES, Reacting-REA and Summarizing-SUM. These moves were recorded on a form that portrays the patterns of these "moves."

The practicum group is now able to operationally state objectives for the supervision section. These are: to adopt clinical supervision as a model of supervision to be employed and incorporated into the East Hampton Public Schools; to develop and utilize Weller's MOSAICS to predict the success an individual may have as the analyst in a cycle, as well as providing feedback for the improvement of the analyst's skills; and to determine teacher attitudes toward supervision before and after exposure to clinical supervision.

Input

Now that the baseline data has been collected, it is now necessary to determine how the existing staff and facilities can

best be used to implement clinical supervision into the ast Hampton Public Schools.

Although some of the staff members and administrative personnel may have heard of or have had some understanding of clinical supervision, none of them have practiced clinical supervision to the point where they could provide the expertise or leadership necessary to initiate and implement this model into East Hampton. Consequently, East Hampton needed to go to West Hartford for this leadership. As mentioned previously, two members of this practicum are supervisors in the West Hartford Public Schools, and have practiced clinical supervision on almost a daily basis for five years. Through correspondence between the superintendent of East Hampton and West Hartford, these two supervisors were allowed five full professional days apiece to spend in East Hampton. These supervisors would use these days to train teachers and administrators in the use of clinical supervision. In between visits, teachers and administrators in East Hampton would practice their newly acquired skills in clinical supervision, and work out possible problems unique to their own situations.

Since clinical supervision is mainly involved in in-class observations, all that is needed in terms of facilities are existing

classrooms, and a small conference room or vacant classroom for a pre-observation, strategy, analysis, and post-analysis sessions. The pre-observation session can take place before school begins (usually takes about 15-20 minutes), consequently, if the facilities were tightly scheduled, there would be no conflict. The strategy session follows the classroom observation. This session usually requires 45 minutes to one hour, and should be conducted in a quiet room example, a vacant office, teacher's lounge, teacher's cafeteria (if conducted during off cafeteria time), etc. The analysis and post analysis are the culminating sessions in the cycle, and usually encompass an hour or so. Again, all that is required is a quiet room somewhere in the building. If need be, these last two sessions can be conducted after school.

The collection of data during the classroom observation can be accomplished with paper and pencil, a tape recorder, or a video-tape recorder. East Hampton has an ample supply of material. However, the town owns only one video-tape recorder. Video-taping is especially helpful in the elementary schools, where it is sometimes difficult to free a team to observe the lesson. The absence of additional video-recorders may prove to be a constraint.

What is now needed is a design of how to accomplish each of the stated objectives, and an assessment of the feasibility of each of the designs. The first objective is to adopt clinical supervision as the model of supervision to be employed and incorporated into the East Hampton Public Schools. A literature review coupled with a total of ten years of practical experience with clinical supervision (the two supervisors in West Hartford), should provide a thorough basis from which to proceed. It is necessary to communicate these knowledges and skills to the teachers and administrators in East Hampton. This would be accomplished in a number of steps. First, orientation workshops should be conducted in East Hampton. Workshops should be conducted for elementary teachers randomly selected on one given day, for the secondary teachers randomly selected on another day, and finally for all the principals on a third day. The elementary and secondary groups should be divided since they have different types of problems to contend with. Since every effort should be made to divorce supervision from evaluation the principals should have their own workshop session, and not participate with their teachers. The purpose of the orientation workshops are to simply introduce the concepts, goals, assump-

tions, and procedures of clinical supervision, and answer any and all questions. In addition, an overview of the entire plan should be exposed and explained at this time. This initial workshop should alleviate some of the anxieties surrounding clinical supervision, and provide the participants with a basic understanding of the process.

The orientation workshop should be followed up by the distribution of a brochure on clinical supervision. This brochure, written for teachers, should be as brief as possible and at the same time, fairly thorough. The brochure should not try to take the place of a reference textbook, but simply provide enough direction for teachers to begin experimenting with clinical supervision. After the teachers have had ample opportunities to read the brochure and review any additional references, training workshops should be set up on each of the five schools in East Hampton. The two supervisors from West Hartford would conduct a number of clinical supervision cycles utilizing a variety of data collection devices, and employing as many teachers in the sample group as possible.

After these sessions, the teachers should be encouraged to conduct or participate in a total of at least three cycles. These

additional cycles (conducted by teachers) should involve other members of the sample group that could not participate in this first cycle. Every few weeks, or whenever the teachers felt there was a need, the supervisors from West Hartford should go to East Hampton and monitor the program. This monitoring should involve a cycle, rather than a lecture or discussion. The supervisors should refrain from conducting the cycle, but should simply be a member of the team, or possibly conduct the post-analysis sessions.

Concomitant with the orientation and training workshops, teachers within each school (part of the randomly selected group) should have the opportunity to visit other school systems to compare their current experiences with clinical supervision with the supervision models in Farmington and Hartford. Teachers should also have an opportunity to see and participate in a clinical supervision cycle in West Hartford, as well as in Farmington.

The design to accomplish this first objective, although time consuming, seems feasible. There are ample reference texts readily available to review the literature; enough information and experience to write the brochure; sufficient professional days for the West Hartford supervisors to conduct the orientation, training,

and monitoring sessions; and enough contact administrators in the neighboring school systems to plan and conduct teacher visits to the various schools. East Hampton also has a sufficient substitute budget to free teachers to participate in the workshops and visits.

The second objective is to develop and utilize Weller's MOSAICS to predict the success an individual may have as the analyst in a cycle, as well as providing feedback for the improvement of the analyst's skills. The practicum group need to begin by obtaining Weller's book on MOSAICS, review it thoroughly, and adopt some portion of the process to the objective. MOSAICS analyzes the analyst's conversation with the teacher during the analysis session. In order to analyze the analyst's move, a record of the analysis session is needed. This could be accomplished by tape recording the analysis sessions, analyzing them, and giving the analyst back needed input for the improvement of his skills.

The design for accomplishing the second objective, although extremely technical as well as time consuming, seems feasible. One of the Directors of Instruction in West Hartford used MOSAICS as part of his doctoral research at the University of Connecticut.[3] He consented to meet with the practicum group,

and help us apply Weller's MOSAICS to meet our situation. This additional expertise plus numerous tapes should be sufficient to accomplish this objective.

The third objective is to determine teacher attitudes toward supervision before and after exposure to clinical supervision. This can be accomplished by devising an opinionnaire, and simply administering it before and after the treatment of clinical supervision. The opinionnaire should be administered to the thirty randomly selected teachers and analyzed on a percentage basis. The teachers should receive the opinionnaire, be allowed sufficient time to complete it, and hand it back at the same time.

Here again, this design seems very feasible, and should present few problems.

The time schedules for the above designs are divided into four phases as follows:

Phase 1: February 1, 1973 - August 31, 1973

a. Review the literature on clinical supervision.

b. Review the literature on MOSAICS.

c. Develop an attitudinal opinionnaire for teachers that will assess teacher attitudes before and after their experience with clinical supervision.

d. Randomly select 30% of the teaching staff from each of the five schools in East Hampton as the treatment group. A total of thirty teachers will be selected.

Phase 2: September 1, 1973 - November 1, 1973

a. Administer the attitudinal survey to assess initial teacher attitudes toward supervision.

b. Write and distribute an informative brochure for teachers about clinical supervision.

c. Obtain or produce a video-tape of a clinical supervision cycle using an experienced clinical team from West Hartford. This tape will be used as a training tape in the orientation workshops.

d. Conduct an orientation workshop with the thirty-three teachers of the treatment group for the purposes of initial exposure to clinical supervision.

e. In consultation with one of the Directors of Instruction in West Hartford (who is thoroughly familiar with MOSAICS), a procedure will be devised for measuring the potential success of an individual in conducting a clinical supervision cycle in the role of analyst.

f. Encourage the thirty-three teachers to form clinical supervision teams and participate in at least three cycles.

Phase 3: November 2, 1973 - February 28, 1974

a. Conduct teacher workshops (clinical supervision cycles) for the treatment group of thirty teachers. These workshops will provide the teachers with the skills necessary to carry out their own cycles in the absence of the supervisors from West Hartford.

b. Begin monitoring the cycles.

c. Begin collecting tapes of the analysis session for analysis using MOSAICS.

d. Select nine teachers from the treatment group representing all five schools to visit, observe, and participate in clinical supervision cycles in West Hartford and Farmington.

e. The same (nine) teachers will also visit Hartford and Farmington to observe and participate in alternative supervision models.

f. The (nine) teachers will inform and involve the other teachers of the treatment group (in their own building), what they observed as part of their visits to these other school systems.

Phase 4: March 1, 1974 - April 12, 1974

a. Write up and submit the final report.

b. Administer the Post-Opinionnaire.

c. Decide whether to terminate or continue clinical supervision in East Hampton.

d. Provide feedback to those analysts who turned in tapes of their analysis sessions.

e. Submit a final report of this practicum to the East Hampton Board of Education.

An important factor to consider is the potential costs and benefits of each of the competing supervisory models under investigation and observation.

East Hampton's current observation model contains elements of clinical supervision, however falls far short of helping the teacher really improve their teaching behavior. The model is really designed for evaluation purposes, and helps the principals determine

where each teacher falls on the merit scale. No attempt is made to establish peer relationships between the teacher and principal, and no safeguard is built into the system to help the principal improve his skills at supervision as well as helping him remain sensitive to the classroom teacher. However, the cost of this type of supervision is nominal.

Hartford's observation model is very similar to East Hampton's except that they do not incorporate the pre-observation discussion with the teacher. Here, as in East Hampton and Farmington, the principal and/or supervisors place themselves in the role of judge and jury. Teachers inadvertently become humble and docile during the supervision-evaluation process, and consequently, anxiety rises while creativity falls. This supervisory practice is equally inexpensive.

Clinical supervision, as practiced in West Hartford and Farmington is a very time consuming process. Time consuming in that it requires a number of individuals for parts of two consecutive days to complete one supervision cycle; and time consuming because it requires almost a religious commitment on the part of all personnel within a given building, for two or three years, to develop the success and expertise needed to keep the process healthy.

Consequently, it is a costly process. However, clinical supervision can help teachers improve their classroom instruction by creating a non-threatening atmosphere that is devoid of evaluation, by helping the analyst continually improve his skills, by helping each teacher synchronize his inward intents with his outward performance. The choice is between expedience or performance.

With the exception of the Pre and Post Opinionnaire, this supervision plan has no additional objective device for providing information. This limited number of avenues of information was specifically designed due to the size of the system. Since the system is comparatively small, an informal personal approach to data collection, rather than numerous formal devices, were taken. The kinds of information needed to either recycle or continue clinical supervision in East Hampton, can be obtained by talking to people.

Process

This stage in the evaluation process is concerned with providing data and feedback to monitor the clinical supervision program. This data is provided on a continuous basis which can be used to interpret the outcomes. It is necessary to begin by determining if the program is on schedule.

Phase One (February 1, 1973 - August 31, 1973) included a review of the literature on clinical supervision and MOSAICS. Although there were many reference books and papers on Clinical Supervision, there was only the one book by Weller on MOSAICS. The needed literature was obtained and reviewed by the practicum group by the end of August. Thus, this aspect of Phase One was on schedule. This phase also included the development of an attitudinal opinionnaire for teachers that would assess teacher attitudes before and after their experiences with clinical supervision. As a result of the late acceptance of this practicum project, the opinionnaire was delayed until Phase Two. The opinionnaire needed to be based upon the review of the literature on clinical supervision, and as mentioned above, that was completed in late August. The final aspect of Phase One was the random selection of 30% of the teaching staff from each of the five schools in East Hampton. A total of thirty teachers were to be selected. Due to the delay in the construction and printing of the opinionnaire, this aspect of Phase One was also delayed until early in September. In retrospect, the late acceptance of the practicum proposal resulted in a slower start than was anticipated. However, those aspects of Phase One that spilled over into Phase Two should not hinder the supervision program at all.

Phase Two (September 1, 1973 - November 1, 1973). Thirty teachers were randomly selected at the beginning of the school year to serve as the treatment group. This process was simply completed by having one of the secreta ries in the Central Office select names at random (using a table of random numbers). The superintendent then contacted these thirty teachers, explained the fact that they were randomly selected to participate on a supervision committee, and requested their active support and cooperation. During the third week in September, these thirty teachers were asked to respond to the pre-opinionnaire. However, due to the normal confusion that exists in all schools during the month of September, teachers completed the opinionnaires individually, and during their own free time, rather than in one large group. For one reason or another, only twenty-six opinionnaires were received. Since teachers were not requested to write their names or schools on the opinionnaires, there was no way of determining what teachers failed to respond. Although the construction of the opinionnaire was out of phase, it was administered on schedule.

A second component of Phase Two was the writing and distribution to teachers (randomly selected) of an informative brochure

on clinical supervision (Appendix B). The mechanics of assembling the components of the brochure failed to come together on schedule. It was also rationalized, that the brochure would be of little value to the teachers until representatives from each building had an opportunity to participate in a clinical cycle in West Hartford or Farmington. Until they participated in a cycle, and talked it over with other members of the treatment group within their own schools, there would be little motivation to read the brochure. Although a little late, the brochures were finally distributed to teachers during the second week of December. Additional copies were also placed in the teachers' lounges and given to each building principal.

After the treatment group had completed the pre-opinionnaire, the consultants needed to introduce them to clinical supervision. This was accomplished through a series of orientation workshops lasting approximately two hours apiece. As mentioned earlier, one workshop was conducted for elementary teachers, one for secondary teachers, and one for the building principals. The workshops consisted of a presentation concerning assumptions, definitions, consequences, and phases of clinical supervision. This was followed by the playing of a video-tape on an appropriate clinical supervision cycle. The cycles were taped in one elementary and one secondary school in West Hartford, and were obtained from

one of the Directors of Instruction in West Hartford. Following the presentations teachers asked a variety of questions from, "How much time do supervisors in West Hartford have free to conduct cycles?", to, "How long does it take to acquire the expertise to conduct a cycle?" Although there were a few skeptics, all teachers seemed interested in the process, and were willing to get involved. After the question and answer period, the overall practicum plan was presented. The purpose of the visits to other school systems to observe their method of supervision was explained, and further explained why the entire treatment group could not participate in this process. However, the teachers were encouraged to share their experiences with other teachers who could not participate in these visits. The teachers seemed to understand the financial ramifications of these visits, and felt one or two representatives from each building would be sufficient. Each of the thirty teachers agreed with the suggestion to participate in at least three cycles apiece. It was further explained, that only through a degree of involvement, can an intelligent decision be made concerning clinical supervision. These orienta tion workshops were completed by the nineteenth of November, slightly spilling over into Phase Three. The workshops went well, and all participants generally had a positive attitude toward the processes thus far.

After many postponements, the practicum group was finally able to meet one evening, November 20th, to discuss MOSAICS with one of the Directors of Instruction in West Hartford. Through an ERIC search, this Director was the only person who has (outside of Weller) used MOSAICS in his own study. He explained that MOSAICS has many facets, and suggested we concentrate on the pedagogical moves. Again, due to many postponements, this aspect of Phase Two was slightly delayed.

Phase Three (November 2, 1973 - February 28, 1974) included the action part of the practicum. It began by having the two supervisors from West Hartford go into each of the five schools in East Hampton, and conduct the initial cycles. The schedule for each cycle was arranged prior to the visit. The number of members on a team varied from three to five (the teacher being observed is a part of the team). These initial cycles included a pre-observation, observation, strategy, analysis, and post-analysis session. The West Hartford supervisor played the role of the analyst, and other members of the team either collected data, or conducted the post-analysis. Since these first five cycles could not possibly include all thirty teachers, teachers participating in these initial cycles were encouraged to conduct additional cycles on their own, and involve the remainder of the treatment group from each building.

These cycles varied from a typical cycle, in that they were constantly being interrupted to help the teachers learn the required behavior, and etiquette of a clinical cycle. The emphasis was on acquiring new behavior, and having the observed teacher leaving the process with a good feeling. Teachers asked their fellow teachers to cover for them when they needed to be freed. When this wasn't possible, teacher volunteers or substitutes were brought in. This phase received top support from the superintendent, but some of the building principals were less enthusiastic.

After the end of these initial cycles, the teachers were asked to tape the analysis session for each of the cycles they conduct. The purpose of this taping was not to be used against them in any way, but to be used in improving their skills as the analyst. After this was fully explained, the teachers seemed to understand, and agreed to conduct this taping. Provisions for transferring the tapes were made. The initial workshops were completed during the last week in November.

Concomitant with the initial workshops, nine teachers were selected from the treatment group, representing each school, to visit other school systems to observe their form of supervision.

The elementary teachers visited and participated in a clinical supervision cycle in one of the elementary schools in Farmington. In this situation, the building principal conducted the cycle, and included all phases except the post-analysis sessions. The East Hampton elementary teachers participated in the role of data collectors. While one group of elementary teachers were in Farmington, another group of elementary teachers was visiting a Hartford elementary school. The Hartford building principal met the group, explained how he conducts supervision, and had them sit in on a supervision session with one of his teachers. There was ample time to ask questions of the Hartford principal and teacher. When both elementary groups finished with their first visit, they switched with one another, and the process began all over again.

The secondary teachers from East Hampton visited and participated in a clinical supervision cycle in a West Hartford Junior High School. These cycles included all phases, and was conducted by one of the West Hartford supervisors. As in the case of the elementary teachers, the secondary teachers assumed the role of data collectors. Due to a variety of problems, it was impossible to get the secondary teachers from East Hampton into a secondary school in Hartford. This component of Phase Three

was completed during the first week of December.

Although no structured session was planned, these nine teachers were encouraged to inform and involve the other teachers of the treatment group (in their respective buildings) as to what they observed as part of their visits to these other school systems.

Once these visits to other school systems, and initial clinical cycles were completed, the two supervisors from West Hartford began monitoring the system. One supervisor was responsible for the high school, and one of the primary schools, while the other supervisor was responsible for the junior high school, one primary school, and one middle school. The purpose of the monitoring was to supply additional support to the newly learned behavior. This support came in the form of additional clinical cycles. The monitoring procedure began during the last week in December, and continued until the last week in March. By the end of March, the West Hartford Supervisors had completed a total of ten monitoring sessions. These sessions were purposely extended an additional month over the projected time period in order to supply the needed support over as long a period as possible.

Shortly after the completion of the visits to the other school systems, and the initial clinical cycles, major procedural

barriers began to surface. These barriers needed to be identified, and overcome as quickly as possible, in order to achieve the stated objectives.

The first barrier seemed to involve communications. The same composition of teachers involved in the initial workshops, participated in the first monitoring sessions. When questioned why other members of the treatment group were not involved many responses were, "Who else is on the supervision committee in this building?" The superintendent immediately sent out a memo to each building, listing the names of the teachers involved in the supervision committee, and expressed the hope that all would quickly become involved in a clinical cycle. Since in some cases, the teachers were unaware of the other members on the supervision committee within their own buildings, they did not share their experiences concerning the visits to the other school systems with anyone. For one reason or another, this was also true in cases where the other members were known.

A second barrier, and probably the one with the major consequence, was the question of class coverage. Who should arrange for class coverage? Can substitutes be hired? Can parent volunteers be utilized? This class coverage was also

tied into the commitment of each building principal, and how much support this new behavior received. It became obvious that the high school principal was against this supervision process, although he didn't admit so openly. He quietly discouraged teachers from covering classes for other teachers during the cycle. He took upon himself the responsibility for arranging for coverage (openly), yet the required coverage was always late, or didn't show up at all. Not one of the beginning cycles, with or without the West Hartford supervisor went smoothly. The high school principal further refused to use substitutes to cover classes, while at the same time quietly admonishing proponents of the system. Those few teachers who achieved some degree of success with clinical supervision, soon learned not to buck the administration. When the high school principal was confronted by the superintendent, he denied any role in sabotaging the supervision program in the high school. Since no tapes were forthcoming from the high school, one of the West Hartford supervisors tried numerous times to arrange additional cycles. The contact teachers never responded, and no additional cycles were conducted in the high school. By the end of March, a total of three cycles and one tape was produced which is hardly enough to reinforce, build, and support the new behavior.

The junior high school, and one of the primary schools exhibited the complete opposite behavior. In both these situations, the building principals strongly supported the supervision program. They arranged for class coverage, covered classes themselves, encouraged teachers to participate in the process, and generally did everything they could to support the newly learned behavior. Consequently, teachers in these respective buildings began giving up their own "free" time to cover classes for their fellow teachers involved in cycles. What's more important, the schools began to develop a positive, helping attitude about the process which is a must if clinical supervision is to succeed. A communications problem, or a feeling of mistrust (possibly due to the forced merit pay scale) resulted in no tapes produced from the junior high school, and only four from the primary school. However, the number of tapes were not indicative of the number of cycles conducted. The junior high school teachers conducted eight cycles, while the small primary school conducted five cycles. The remaining two schools fell somewhere in between these two extremes in all aspects.

Concomitant with the class coverage problem, parents began complaining to the superintendent about parent volunteers and

substitutes teaching their children. Their complaint was a legitimate one; they paid for professional teachers to teach their children, and that's just what they wanted. Since parents were not thoroughly informed about the supervision program, they recognized no correlation between learning and supervision. Consequently, the superintendent could not continue to support the hiring of substitute teachers or inviting in parent volunteers to help support clinical supervision. As a result, this major barrier could not be overcome during this current year.

Another procedural barrier that may affect the objectives of this practicum is the actual length of time of this project. The changing of anyone's behavior is a difficult and time consuming process. A new behavior is introduced; performance initially drops, massive support is injected, peer support over a prolonged period of time is a necessity, the new behavior needs to simmer for a while, performance begins to increase, massive support is again injected, the whole process needs constant monitoring, a constructive attitude toward the new behavior begins to build, etc. In order to build a clinical supervision program in East Hampton, or in any school system for that matter, a minimum of two years under optimum conditions are a necessity. This practicum had essentially seven months under anything but ideal conditions.

In light of this, an examination of the staff, to determine whether or not they understood their roles, and were equipped to carry them out is in order. There is no objective data to prove the total thirty teachers completely understood their roles. When the West Hartford supervisors worked with them during the clinical cycle, it became obvious that they knew the mechanics of the process. None of them were proficient enough to conduct a flawless cycle by themselves, but many were enthused enough to try. Through discussions during the orientation workshops, initial workshops, and monitoring sessions, the teachers understood, at least verbally, that they, not the administors were to initiate the cycles, that they would each conduct at least three cycles, that they would tape the analysis sessions, that they would send the practicum group the tapes, and that they would contact one of the West Hartford supervisors when they felt a need for a monitoring session. These teachers were intelligent professionals, and the tasks were certainly within their reach. It is not a question of retraining or reorienting the teacher (in a few isolated cases this wouldn't hurt) it was simply a matter of a newly learned behavior receiving little peer and administrative support.

By the end of February, the resources available, namely the West Hartford supervisors, were not being fully utilized with the exception of one primary school. The West Hartford supervisors were initiating the cycles, rather than the other way around. The spark, interest and involvement that was evident at the beginning of the program seemed to be missing. It would be safe to say that members of the treatment group began to resent the West Hartford supervisors for intruding in their school, and involving them in a process in which they no longer had any interest. This attitude is certainly not true of all the members, however the support for the program was dwindling.

Product.

Now that the first three components of the CIPP evaluation model were finished, it was necessary to investigate the extent to which the objectives had, or had not been attained. Before the results of the objectives could be evaluated, it was a necessity to develop measurable criteria associated with the objectives. In this situation, these criteria are of the consequential type.[5] Consequential criteria are those pertaining to the fundamental conditions being sought. An example of a consequential criteria associated with the first objective of this practicum segment is as follows: to what extent has the East Hampton Public Schools employed

and incorporated clinical supervision as their model of supervision? To answer this one needs only look at each of the individual schools in East Hampton (via discussions with the teachers and building principals) to determine if this objective has or has not been attained. As a result of a close examination of each school, it has become obvious that this first objective has been accomplished in as many varying degrees as there are schools in East Hampton.

One of the primary schools has adopted clinical supervision as initially designed and intended. The building principal believes in the process, takes an active part in the process, and involves all of his teachers in the team approach. Many teachers themselves have become quite adept at conducting the cycles, and being the analyst. What's most important, a very positive school-wide attitude exists in favor of clinical supervision.

The Junior High School's original treatment group members are continuing to utilize and conduct clinical cycles. However, tne use of clinical supervision has not spread to other staff members. The building principal approves of the process, and cooperates with any and all teachers in arranging class coverage to conduct the cycles. However, the principal does not get himself involved, vocally support or encourage clinical supervision. Consequently, clinical supervision has begun to take hold in the Junior High School,

but unless the process receives substantial support and input in September, the process will eventually fall by the wayside.

The High School proved to be a frustrating and disappointing situation. The teachers initially welcomed clinical supervision, and not only began initiating and conducting their own cycles, but was the first school in town to tape (video and audio) the entire process from beginning to end. Although many subtle circumstances may have contributed to the sudded collapse of clinical supervision, it is the opinion of this practicum group that the major cause of its demise was due to the building principal. He created insurmountable barriers by discouraging teachers from covering for other teachers involved in the cycles; by delaying the processes within a cycle; by providing late coverage for individuals; by giving the process negative support; and by not informing staff and administrative personnel within his own building as to general supportive meetings. Since the process is now dormant, it can only be revived at the High School, by either a change in administration, or a complete change in attitude on the part of the present High School principal.

The Middle School has had limited use with clinical supervision. Although this building principal has had a history of being open to new ideas and programs, she initially viewed clinical supervision (peer supervision) as a threat to her authority. She felt her

evaluation responsibilities would be diluted. Throughout the course of this practicum, she began to develop more confidence in the process, and even conducted a few cycles herself. However, clinical supervision proceeded in a very cautious, controlled environment in her building. If clinical supervision is to ever flourish in the Middle School, the principal needs substantial support for the process, while at the same time receiving constant rewards (from the superintendent and her teachers) for each incremental progress made.

The other small primary school did almost nothing with clinical supervision. This was due partly to the size of the staff. The simple fact that the school has only six teachers, prevented the team approach. Teachers could not be free to participate in a cycle if there were no teachers available. Another factor contributing to the lack of success in this building was the poor health of the principal. He was out of school quite often, and when he was in, he wasn't well enough to bring together enough energy or vitality to support clinical supervision or any other new program for that matter. In addition, he taught part of the time, and actually had little time to cover for another teacher if he was up to it. If clinical supervision is to succeed in this school, it must be done

with the aid of a video-tape recorder, a healthy supportive principal, and a willingness on the teacher's part to complete part of the cycle before and after school.

Another criteria associated with the objectives is, to what extent did the practicum utilize Weller's MOSAICS to predict the success an individual might have as the analyst in a cycle, as well as providing feedback for the improvement of the analyst's skills? With the aid of Weller's book, and support from one of the West Hartford directors of instruction, the practicum group was able to adapt MOSAICS to fit this practicum situation. However, due to teacher's fears, anxieties, and possible lack of clear direction, only 16 tapes of the analysis sessions were handed in for analysis. The tapes were analyzed, and those teachers involved received feedback as to how they could improve their skills at conducting clinical cycles. A complete analysis of one of the teacher-tapes using MOSAICS appears in Appendix B.

The final criteria is, to what extent were teacher attitudes changed toward supervision, as a result of their experiences with clinical supervision? This objective can be evaluated by the change or lack of change of attitude on the teacher's part as recorded by the pre-post opinionnaire. The pre-opinionnaire was administered to the thirty teachers randomly selected before they were exposed to

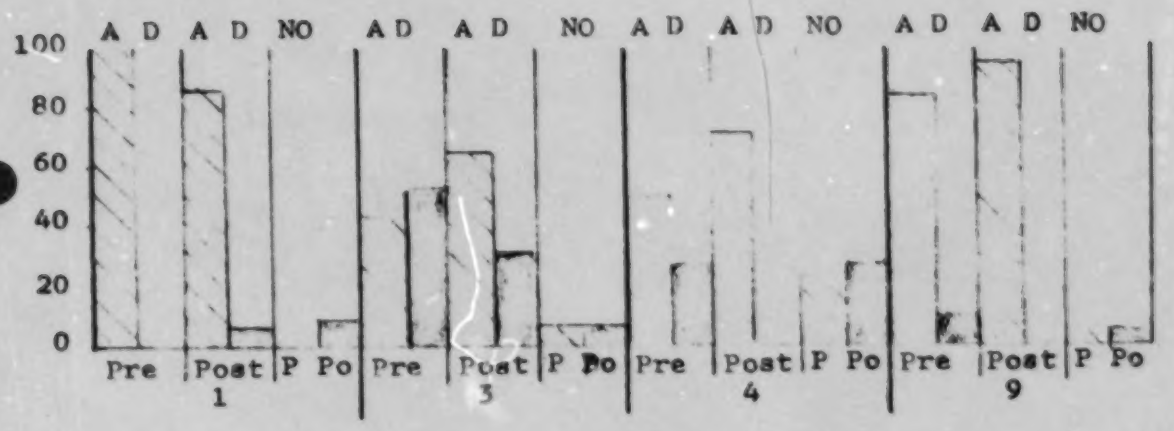
clinical supervision. They were then exposed and involved with clinical supervision for a period of seven months. After this exposure, these same teachers received the post opinionnaire (the exact same items in different order). A complete analysis of the pre-post opinionnaire is graphically presented. Above each vertical column (on the graph) is the symbol, A, D, or NO. The letter "A" stands for both agree and strongly agree. The letter "D" stands for disagree and strongly disagree. The letters "NO" stands for no opinion. Below each graph are the numbers and the items found on the opinionnaire. A summary analysis of the highlights of both opinionnaires follows the graphs.

After tabulating the post opinionnaire and converting the responses to percents, the change in percent was determined. In analyzing the significance of an opinion change, the factor of 15% or greater has been taken. In view of the small sample involved this percentage can be accepted as a minimum change.

Each of the four categories of items are graphically presented followed by the specific questions represented.

Graph 4-1a

Generalizations About Supervision



Item

1. The real purpose of supervision is to improve the instruction in the classroom.

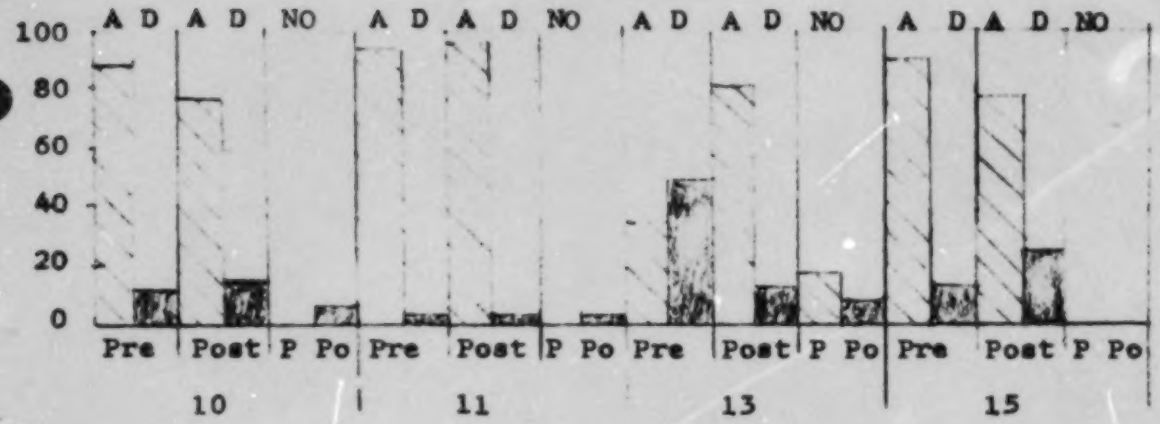
3. Most teachers complain about supervision.

4. Teachers actually make the best supervisors.

9. Teachers try to improve themselves in the classroom.

Graph 4-1b

Generalizations About Supervision



Item

10. Decisions to use new ideas or techniques are usually those of the teacher.

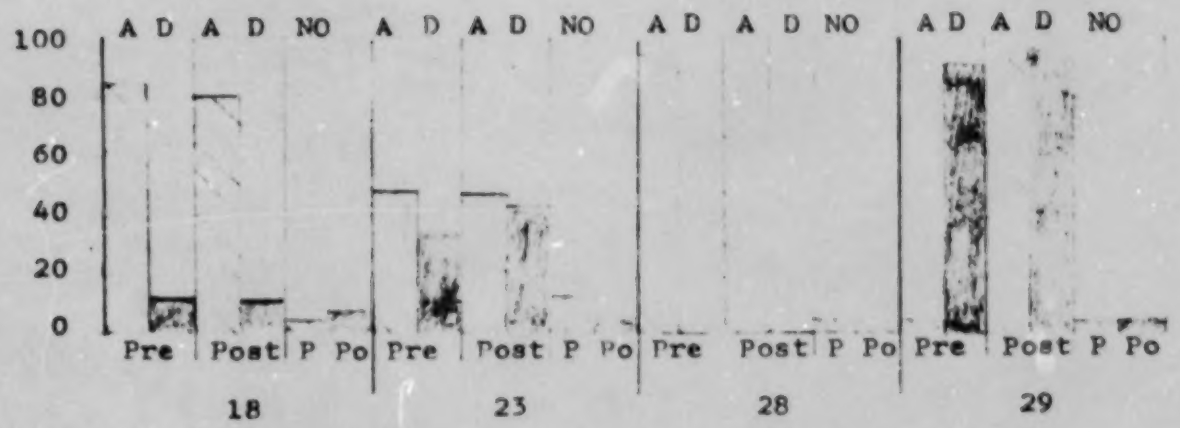
11. A teacher should be encouraged to place his own value judgment on his performance.

13. Teacher's perceptions of their own tasks and functions are of more value to them than that of their supervisor's.

15. Unless a teacher wants to improve, no amount of supervision can be useful.

Graph 4-1c

Generalizations About Supervision



Item

18. Every school system, large or small, needs a formalized procedure for the supervision of the teaching process.

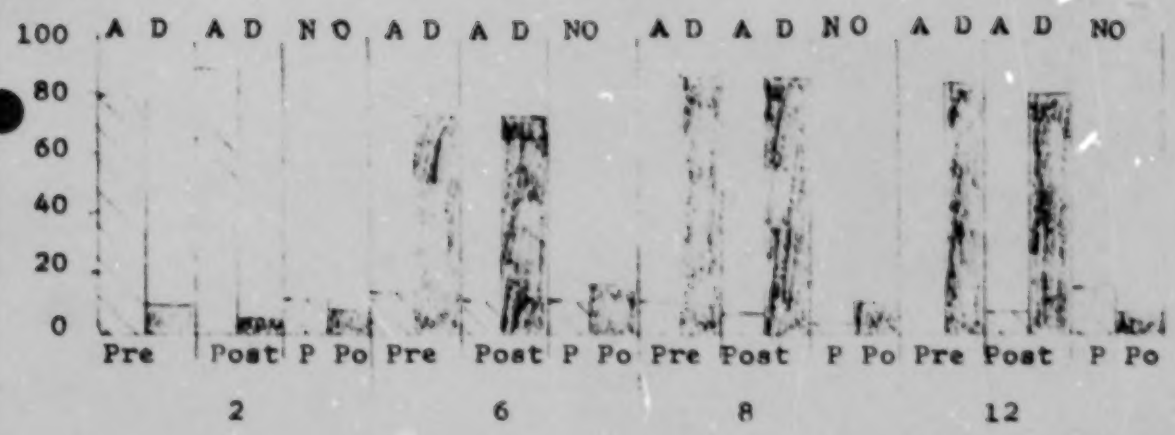
23. Most teachers feel threatened by their supervisor.

28. The teacher should make decisions about changes in classroom teaching-learning procedures.

29. Supervision is basically a form of teacher harassment.

Graph 4-2a

Personal Experience



Item

2. As a teacher, my experience with supervision has been pleasant.

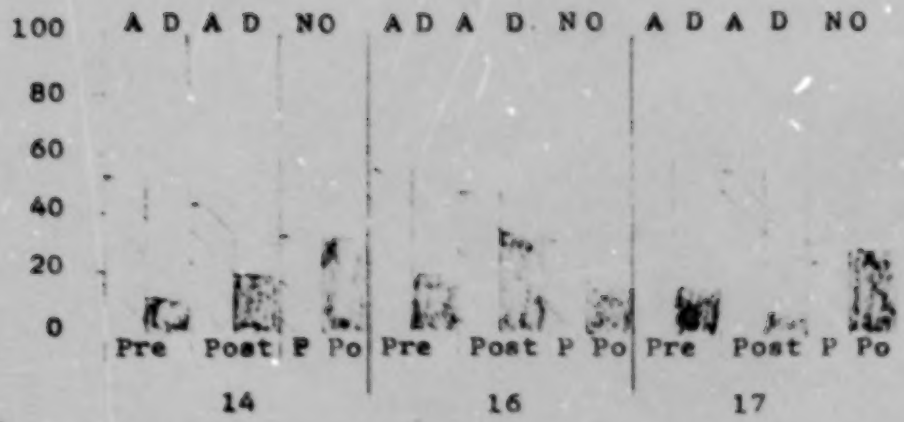
6. My experience indicates that supervision is a waste of time.

8. Supervision is a threatening experience.

12. My supervisor tends to talk down to me.

Graph 4-2b

Personal Experience



Item

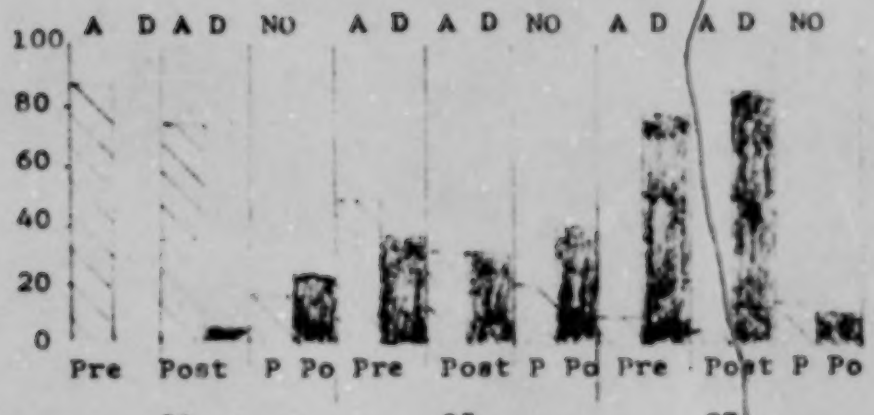
14. Supervisors should have more patience when dealing with teachers.

16. My supervisor tends to counsel me.

17. After being supervised, I have been challenged to improve my teaching.

Graph 4-2c

Personal Experience



Item

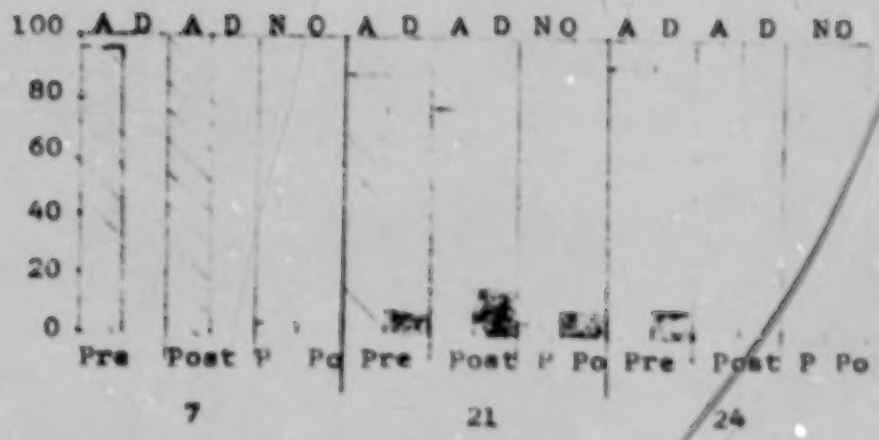
20. My supervisor tends to deal with me as an equal.

25. The process of being supervised is an invaluable experience for me.

27. I feel threatened by my supervisor.

Graph 4-3a

Supervisor's Role



Item

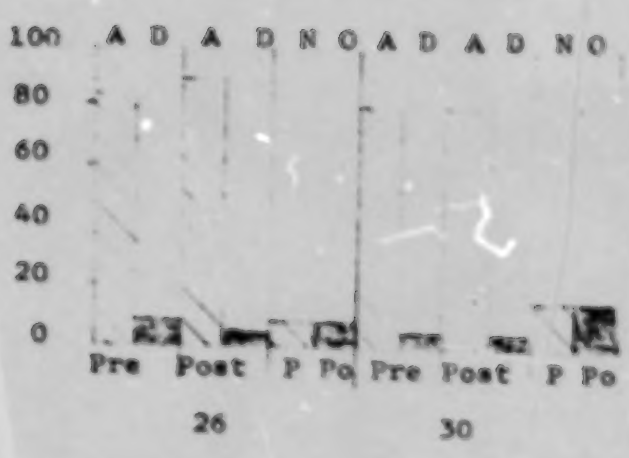
7. A supervisor should help a teacher to increase his perception of his own teaching.

21. The role of the supervisor is to analyze specific teacher performances and strive to improve teacher weaknesses.

24. The role of the supervisor should be clarified.

Graph 4-3b

Supervisor's Role



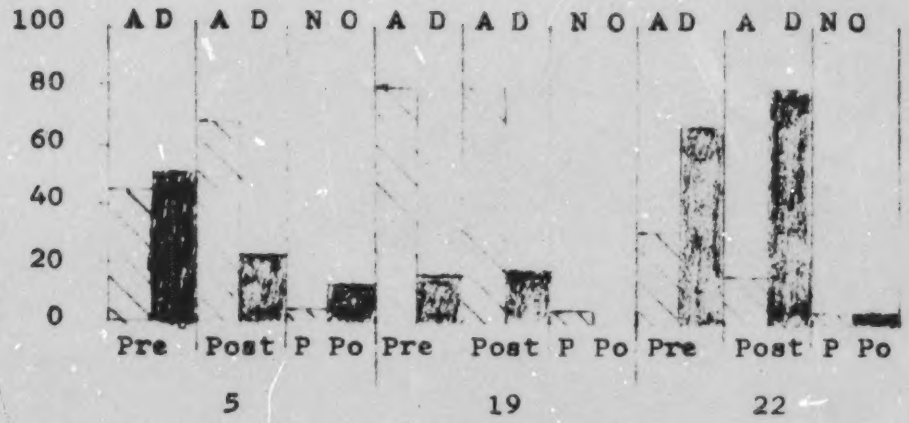
Item

26. The role of the supervisor is to help increase the teacher's freedom to act self-sufficiently in the classroom.

30. The supervisor's role is to secure the commitment of the teacher - not to coerce.

Graph 4-4

Evaluation vs. Supervision



Item

5. Formal evaluation is separate and distinct from supervision.

19. The authoritarian judgmental type of supervision inhibits the improvement of instruction.

22. The evaluation of teacher performance is the same as supervision.

Analysis of the preceding graphs indicates that only one of the inconsistencies observed in the pre-opinionnaire has been altered. One of the needs expressed as a result of the pre-opinionnaire was that of clarification of the role of supervision and its function as well as evaluation and its function. The results of the post-opinionnaire show substantially that 20% more teachers agree that formal evaluation is separate and distinct from supervision.

However, inconsistencies in teacher opinion or perceptions still exist. For example, even though supervision is not considered a waste of time (graph 4-2a, Item 6) there was a decrease of those who positively valued a supervisory experience and an increase of those who had no opinion (graph 4-2b, Item 25). Likewise, inconsistent opinion regarding the supervisor's role still exists with little evidence showing that the role has been clarified. In fact 8% more agree that the role should be clarified (graph 4-3a, Item 24).

Further analysis of the pre-post data indicate that some significant changes were made. For the purposes of this practicum, these can be viewed either as positive or negative. Significant positive change is evidenced by the increase in agreement by

24% that, "Teachers make the best supervisors" (graph 4-1a, Item 4). Also the value of a teacher's perception of his task is seen greater than the supervisor's by 44% more agreeing (graph 4-1b, Item 13). There would seem to be evidence from these two results that the peer-grassroots approach to supervision is a positive direction from the teacher's point of view. Responding to the item, "Most teachers complain about supervision," there was a substantial increase of 24% more agreeing in the post-opinionnaire than in the pre-opinionnaire.

Although the opinionnaire was designed to indicate changes in attitude, we would be remiss by not pointing out that even at the outset some definite positive attitudes were expressed regarding supervision and that these attitudes continued throughout the practicum period. Continued agreement with such points as "Teachers should be encouraged to place their own value judgment on their performance," or disagreement that supervision is a form of teacher harassment or disagreement that supervision is a threatening experience, speak well for the East Hampton Public Schools.

It is recognized that acceptance of the interpretations of the opinionnaire results as absolute is impossible. Many unknown variables enter into the interpretations by the treatment group of

the opinion statements that composed this survey. Variables such as, size of sample, time of day opinionnaire was administered, statement meaning, definitions of specific terms, etc. are but a few sources of invalidity tha t could be considered. However, the trends represented by percentage changes are sufficient to serve as indicators of changes in attitudes. It is also recognized that with additional time and sampling, the items in the opinionnaire can be refined, clarified and normed in order to produce an opinionnaire that will be more significant in assessing attitudes toward supervision.

CHAPTER III

Footnotes

1. Carolyn Guss, "How Is Supervision Perceived?" Educational Leadership, Nov. 1961, pp. 99-102

2. Richard J. Neville, "The Supervision We Need," Educational Leadership, May 1966, pp. 634-640

3. Pierce, Leon "Supervision's Verbal Behavior With Teachers During the Supervisory Conference in Clinical Supervision: An Exploratory Analysis." University of Connecticut Unpublished Dissertation 1974

4. Weller, Richard H. "Verbal Communication in Instructional Supervision," Teacher's College Press, New York 1971

5. Stufflebeam et al, "Educational Evaluation and Decision Making," Phi Betta Kappa

CHAPTER IV

MANAGEMENT-BY-OBJECTIVES

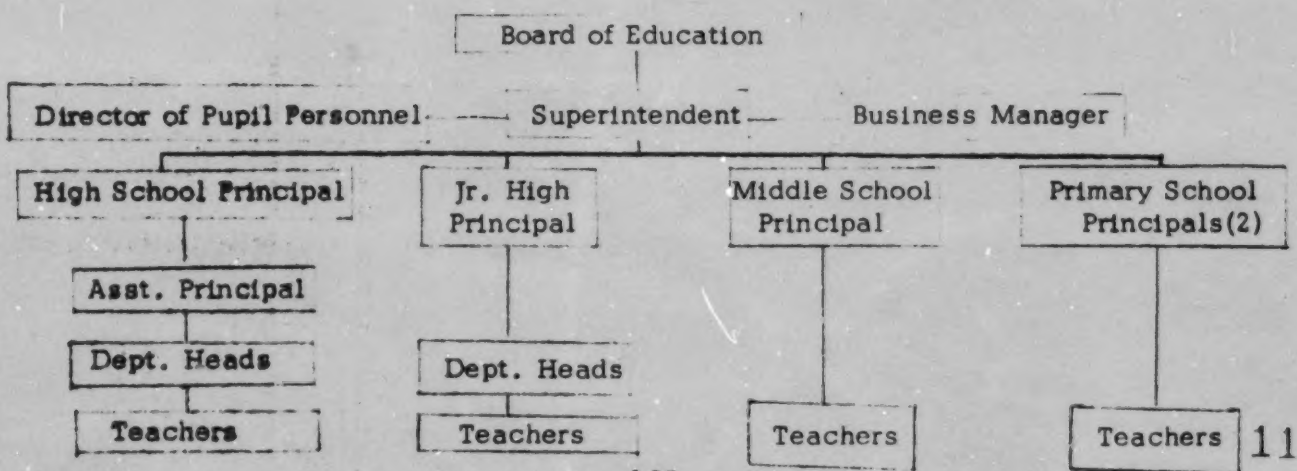
While research and development of strategies for the evaluation and supervision of the teaching staff within the East Hampton Public Schools had been undertaken, it was also inherent in the mandate of the Board of Education that the administrative staff be considered in the processes as well. It was therefore necessary to develop a system that would be compatible and supportive to the other processes being developed. This chapter of the report incorporates the development of a management-by-objectives system into the evaluation and supervision model.

Context

Being a small school district, the organizational pattern of the East Hampton Public Schools is arranged in the traditional heirarchal line-staff format as illustrated in Figure 5-1.

Figure 5-1

Organizational Pattern



Systemwide policy is established by the Board of Education and its authority is delegated to the superintendent for the administration of that policy. The amount of delegated administrative authority and accountability decreases in a line relationship to the teachers.

Long or short ranged systemwide goals representing the educational philosophy of the town, vis-a-vis the Board of Education, are represented in the Statement of Purpose enacted in 1964 (Appendix C). In February of 1972, the Community Development Action Plan (CDAP) committee issued a report that contained goals directed toward the Board of Education.

Any goals that have been heretofore developed by administration have been based upon these documents as well as the specific needs within the several schools as perceived by the superintendent in conjunction with the respective principals.

A proliferation of goals and objectives were produced by the principals and department heads for the school year 1973-74. Goals were established in nine different administrative areas. These were: administrative procedure, management of building, staff supervision, inservice of staff, curriculum concerns, public relations, exceptional children, personal development and general areas. In some instances as many as five goals were established with multiple objectives set for each goal, all within just one category. In only a few instances

were any of the specified goals of any one school the same as that of any other school within the system. In fact, the nature of the goal categories provided for such a broad interpretation as to be confusing with regard to its intent. For example, under the category of administrative procedure, one principal stated a goal as follows: "To open up communications among teachers about the education of children." Another principal stated a goal in the same category as "To expand the scope of leadership and assistance offered by the administration to the teaching staff and student body." Yet still another interpreted administrative procedure to be curriculum leadership by expressing a goal thusly, "To continually improve the reading program in grades K-3." Clearly, there existed a differing interpretation as to what constituted a goal in that area.

It is granted that the goals may well have been pertinent to that particular school regardless of the categorizing procedure but any similarity or consistency of approach within the system seemed to be lacking as evidenced by the above example. In fact, this procedure, if continued, might well lead to conflicting goals between administrators or school personnel.

The public demand is for accounta bility, whether it is justified or not. The perceptions of the taxpayers are such that they want more visable evidence of student success for the money they have invested. Hence, techniques for making the school

administration more accountable are demanded along with teacher accountability. In fact, the definite trend is toward more accountability by management.

It is at this point that a Management-By-Objectives (MBO) approach seemed worth consideration. The MBO system tends to place a specific emphasis upon the administrative or management process by which an organization reaches a particular goal. Any school system is a unique organization but it should function as a unit.

An MBO system "can be described as a process whereby the superior and subordinate managers of an organization jointly identify its common goals, define each individual's major areas of responsibility in terms of the results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members."[1]

This system can be more simply expressed by the notion that the clearer idea one has of what one is trying to accomplish, the greater the chance one has of accomplishing it. Consequently progress can be measured in terms of what one is trying to make progress toward. Unanimity of purpose is strengthened.

There are several distinct strengths that MBO has for school organizations. First, it provides a process by which coordinated

effort and teamwork are possible yet continues to involve the individual as a contributor and risk-taker. Secondly, the process is geared toward achieving desired results for the school system as well as the individual administrator. Thirdly, it assists in delineating specific areas of individual and group responsibility within the organization. Consequently, the typical school administrator will be more productive if he understands and accepts the fact that his functioning is related directly to the organizational objectives and within the framework of his competencies.

The objectives of this phase of the practicum were twofold: First, a process by which a unified approach to systemwide and specific school objectives that could be undertaken by the professional staff had to be formulated and, secondly, a process for the accountability of the management team must evolve.

Input

The existence of a management team, i.e. the superintendent, principals, and department heads, was sufficient to introduce a process oriented system of MBO. The size of the team would have no adverse effect on the results, in fact, one might expect a more efficient development of the MBO process with a small number of administrators involved.

Within this school system there was no need for any additional personnel or major budgetary considerations. Normal

inservice monies could take care of any reference materials or clerical aid throughout the development of a MBO system.

The plan was to introduce the management team to the concept of MBO by an orientation workshop early in the fall of 1973. Although the formulation of individual MBO should take place in the late spring prior to an ensuing year, the process could be updated by using the objectives already decided upon as a basis for development of workable objectives under the new process. The workshop would be conducted, at no additional cost, by a representative from West Hartford who had school sytem experience with MBO.

Without systemwide objectives, it would seem feasible to approach the development of MBO from the individual school perspective. However, during the process of MBO development a procedure for developing a systemwide MBO structure should be devised in order that the individual school effort could eventually fit into a master plan.

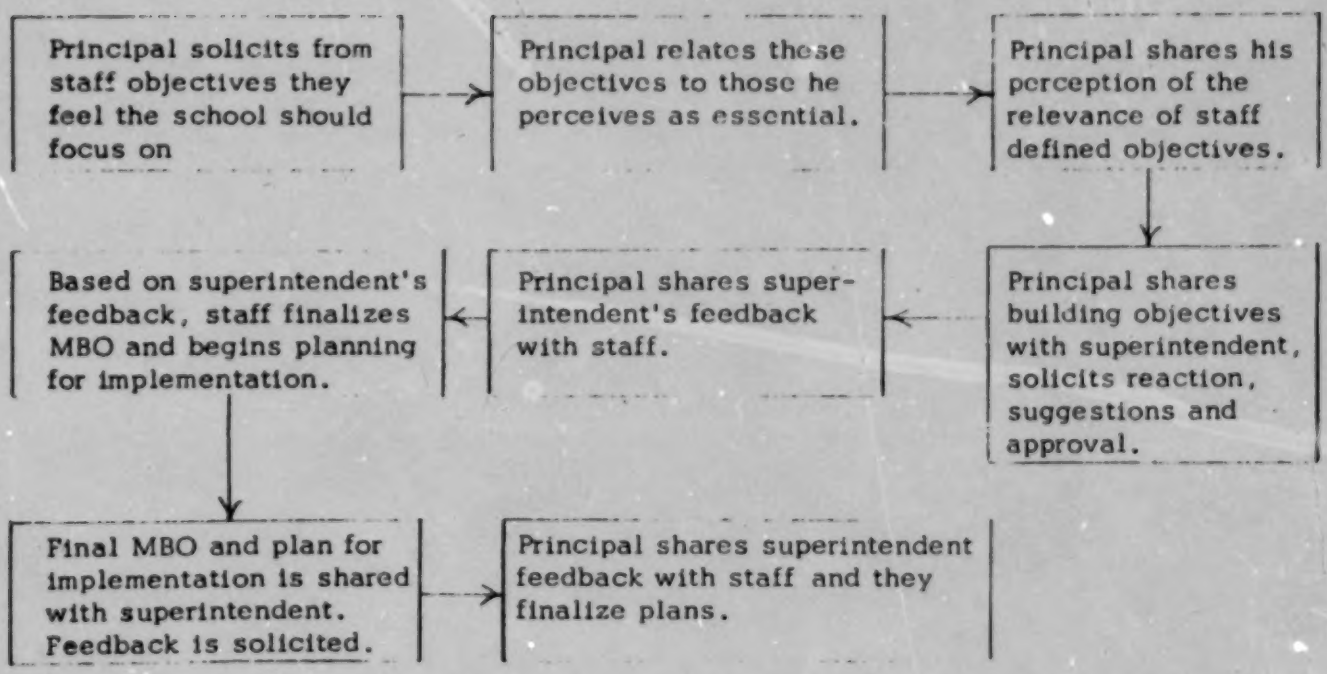
There are three essential stages in the formulation of MBO. First, the staff and the administration determine, agree upon and state very precisely their objectives together with the specific results that are to be accomplished by some future date. Then their effort is concentrated on achieving the objectives with

frequent checkpoints to test interim progress. Finally, at some predetermined time, a review is held to test the results achieved as measured against the objectives that were previously set.

A series of steps were developed by which individual school objectives could collaboratively be determined. Figure 5-2 shows the step-by-step process.

Figure 5-2

Individual Building MBO Process


Principal solicits from staff objectives they feel the school should focus on
Principal relates these objectives to those he perceives as essential.
Principal shares his perception of the relevance of staff defined objectives.
Principal shares building objectives with superintendent, solicits reaction, suggestions and approval.
Principal shares superintendent's feedback with staff.
Based on superintendent's feedback, staff finalizes MBO and begins planning for implementation.
Final MBO and plan for implementation is shared with superintendent. Feedback is solicited.
Principal shares superintendent feedback with staff and they finalize plans.

The initial step would involve the school staff thereby getting a "grass-roots" approach. Periodically throughout the structure the staff maintains its involvement through a feedback process right up to the completion of the plans. Total interaction between each level of management is maintained. This procedure provides for a better chance for success by virtue of a vested interest on the part of the staff.

The format for writing an MBO would be partially based upon the form that was already in use for the goal-setting process by the administration. The format to be followed consisted of an operational statement of the objective, including the target date, under the heading of "Management Objective," followed by the number assigned to that objective. The second section of the format was entitled, "Standards of Performance." This section delineated the measurable criteria and stated all school personnel or others involved. The third and final section would be entitled, "Measurements to be Applied." This section would deal with the process by which the outcome would be evaluated in terms of the original objective (Appendix C).

Process

The intent was to introduce MBO concurrent to the evaluation-supervision process with the priority being upon the evaluation-super-

vision phase of this practicum. Therefore, the MBO system was introduced at a workshop held late in October, well after the start of school. However, the MBO process was applied to a representative few of the already established objectives of the administrative team. It was recognized that the initial phase of MBO formulation must be eliminated in order to effect any hope of completing the process prior to the end of the current school year. At this initial workshop, the total process and rationale of MBO was explained and demonstrated with sample objectives written as applicable to those objectives already established by the team.

With an already late start in the process, only one monitoring session was set. This was held in January. The purpose for the session was to review each principal's progress and to determine if the goals were realistic in terms of their scope and timing. Additional refinements were made at this time with concurrance by the superintendent. An additional interim progress report to the superintendent was required in March in lieu of another group meeting.

The administrative team seemed to understand their role in the MBO process. Questions at the sessions were basically operational rather than conceptual. The allocation of any additional resources for the implementation of MBO was not necessary.

Certain procedural barriers were anticipated. One involved the danger of too many interim reports leading toward an overload of paperwork and emphasis on that rather than the objective to be reached. Therefore, only two interim reports were scheduled, one in November and another in March. However, the report barrier still existed since March is the month when all teacher evaluations are due. Thus the paperwork became a problem.

The other potential barrier anticipated was the possible tendency to stress one objective at the expense of another. This fact was emphasized at the sessions and during the discussion of the interim reports.

There was one barrier that was not anticipated. This was the initial reluctance of the high school principal and his department heads to get involved. They did not attend the first team meeting which caused a delay in reaching administrative team concurrence with the process of MBO. However, the superintendent exercised his prerogatives and rectified the situation.

A tentative evaluation of each principal's objectives was made by the superintendent in April. Ordinarily, East Hampton's evaluation of objectives is made during the month of August. In order to become more realistic in the MBO process, the target dates for objective termination and evaluation were shortened to April.

As a result, the superintendent met separately with each principal, the director of pupil personnel and the business manager for the purposes of evaluating their performance.

After the MBO process was completed a simple questionnaire designed to assess the administrators' perceptions of MBO was sent to all administrators (Appendix C).

Product

The administrative team was able to concentrate on a few precise objectives rather than be frustrated by attempting to accomplish too many complex goals. The lateness of starting the MBO process coupled with early termination presented a hurried situation in spite of the careful d4termination of the individual MBO. However, exposure to the process of MBO by completing the total cycle as individuals did provide a basis for a realistic approach to annual objectives.

The administrative team responded to the above-mentioned questionnaire as perceiving the intent of MBO as well as ascribing to the MBO process. All the team saw their role as leaders and facilitators within one level of the system-wide Management-by-Objective process.

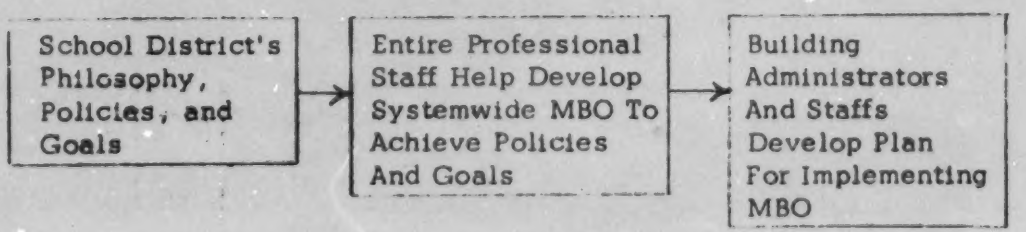
In the past the objective evaluation dates had been in August which was well after the closing of the school year. Any

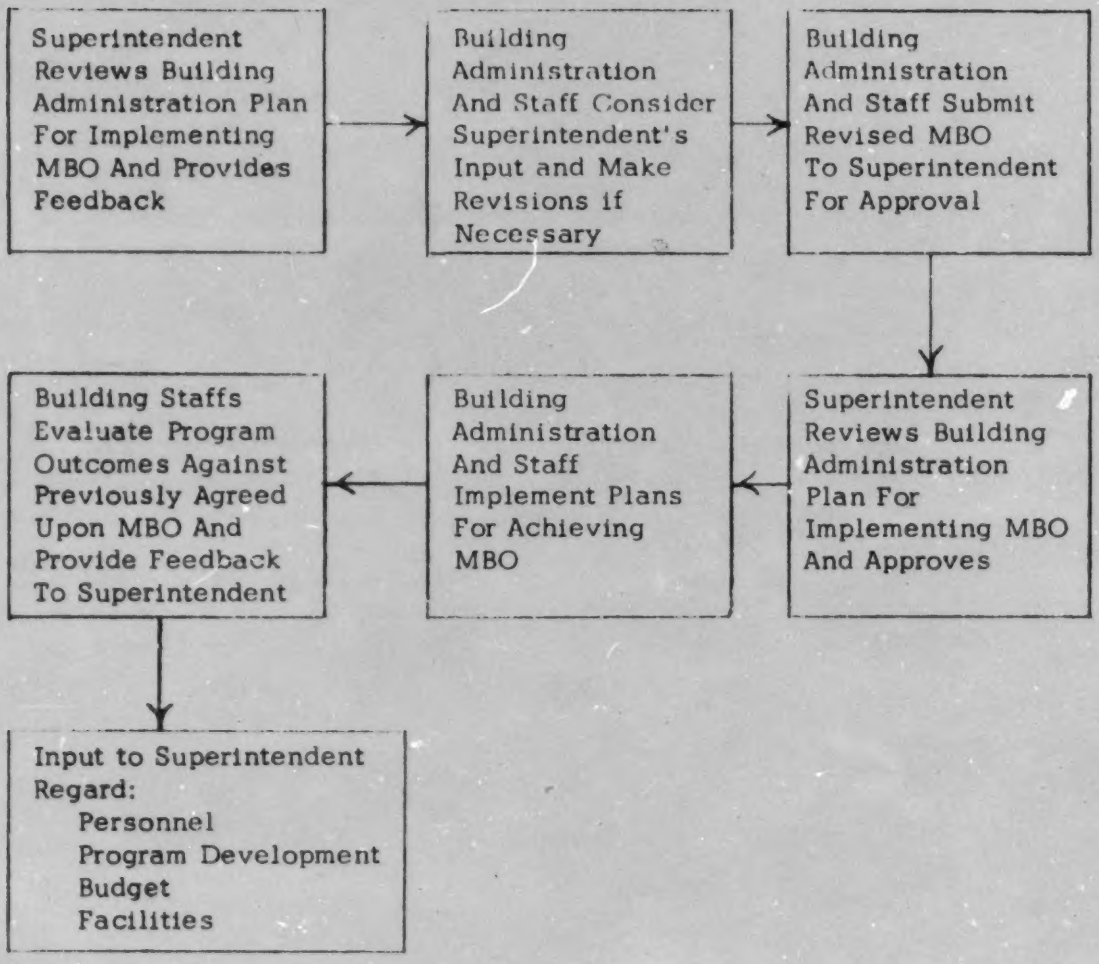
recommendations as a result of these evaluations toward planning for modification or innovation for the approaching school year has lacked sufficient time. This is especially true in relation to revenue allocation or personnel adjustments. With the evaluations changed to an earlier time (May), ample time is provided for better planning well in advance of implementation. With the total professional staff available and with the experience gained in MBO by the administrative team, a smoother first-time operation of system-wide MBO is possible.

It is worthy to recall, however, that the East Hampton Schools lack any recent systemwide goals. If the board of education and the superintendent establish a district philosophy, current policy and accompanying goals, the MBO approach to implementing them can be undertaken by the professional staff. Figure 4-3 represents one process that will enable all staff to become involved.

Figure 4-3

Development of Systemwide Management-by-Objectives


School District's Philosophy, Policies, and Goals
Entire Professional Staff Help Develop Systemwide MBO To Achieve Policies And Goals
Building Administrators And Staffs Develop Plan For Implementing MBO


Superintendent Reviews Building Administration Plan For Implementing MBO And Provides Feedback
Building Administration And Staff Consider Superintendent's Input and Make Revisions if Necessary
Building Administration And Staff Submit Revised MBO To Superintendent For Approval
Superintendent Reviews Building Administration Plan For Implementing MBO And Approves
Building Administration And Staff Implement Plans For Achieving MBO
Building Staffs Evaluate Program Outcomes Against Previously Agreed Upon MBO And Provide Feedback To Superintendent
Input to Superintendent Regard:
Personnel
Program Development
Budget
Facilities

It is mandatory that systemwide goals be clearly established prior to the implementation of the above process. Interaction of the total staff is an integral part of this process.

The objective to develop a process for a unified approach to systemwide and specific school objectives has been accomplished in-so-far as the exposure to an MBO process has been undertaken. This included all stages of the process within a shortened period of time.

Inherent in the MBO system is the accountability factor of evaluation of the objective outcomes. Hence, the second objective has been met. This was accomplished by the development of terminal objectives and how success of these objectives was to be determined.

FOOTNOTES

1. Odiorn, G. S. Management by Objectives, New York, Pitman, 1965 p. 55.

CHAPTER 5

DECISIONS

According to Stufflebeam[1], "the making of any single decision is always a complex process. It includes four stages: (1) becoming aware a decision is needed, (2) designing the decision situation, (3) choosing among alternatives and (4) acting upon the chosen alternative." As a result of the application of the CIPP model to the practicum, the above four steps in decision-making will be applied to the areas of evaluation, supervision and management-by-objectives.

EVALUATION

Awareness

The East Hampton Board of Education became aware of the need to develop an evaluation system as a result of the passage of Section 10-951 by the 1973 General Assembly of the State of Connecticut. Concomitantly, the board of education was seeking an evaluation device to evaluate all teachers for their incentive pay plan. The board was not comfortable with the evaluation tool they were presently using. Consequently, the superintendent was directed to research and develop an evaluation tool to meet both the state and local mandate.

Design

Is it possible to design an effective evaluation tool utilizing a democratic process including teachers and administrators? The East Hampton Board of Education will make the final decision based upon the recommendation of the superintendent. His recommendation will be the result of an eight-month study conducted by a democratically selected evaluation committee. A formal presentation will be made to the board of education by the evaluation committee.

The board of education has three alternatives to this recommendation. These are to accept, to reject or to modify. The criteria for assessing these alternatives will be: (a) Does it meet the state mandate? (b) Does it satisfy the board of educations' desire to evaluate all teachers for the incentive pay plan? In addition, the superintendent must be satisfied by the conscientious and thorough effort put forth by the evaluation committee. The decision must be made prior to July 1, 1974, which is the beginning of the 1974-75 fiscal year.

Choice

In making the final choice of an alternative, the following criterion variables must be taken into account.

To Accept (+) or Reject (-):

1. The design meets the state mandate. +
2. There was a collaborative grass-root and administrator

involvement and input to the device. (+)

3. The device is a narrative report form using guidelines established by the teachers. (+)
4. It has been accepted by a vast majority of the staff. (+)
5. The teachers' association did not take an active part as a unit. (-)
6. Non-involved teachers may question the selection and/or composition of the committee. (-)
7. The superintendent and two principals served on the committee. (+)
8. The community will look favorably upon the board of education for moving towards teacher accountability. (+)
9. The board of education changed due to an election during the course of development of the device. (-)

<u>To Modify:</u>

1. No overall category rating appears in the evaluation tool which is, however, one factor in the incentive pay plan.
2. The plan must be personalized to meet the present board of educations desires.
3. The tool may be too subjective.
4. The board may wish to consider the desires of the non-participants.

Based upon interpretation of the criterion variables, it is the recommendation of the superintendent to the board of education of East Hampton to accept the evaluation tool as presented by the committee.

Action

The Board of Education of East Hampton will delegate the responsibility and required actions to the superintendent to implement the selected evaluation tool. In order to operationalize the selected alternative, the superintendent will delegate specific procedures to his subordinates who will in turn implement them.

SUPERVISION

Awareness

During the February 1973 board of education meeting on evaluation, the superintendent presented the purpose of supervision as the improvement of instruction through help to the teachers. The board accepted the superintendent's thesis and commissioned him to establish a formalized supervision model that would be non-threatening and devoid of evaluation.

Design

Is it possible to design a supervision model that is non-threatening to teachers, devoid of evaluation, teacher initiated and incorporating self-improvement techniques? The superintendent has the sole

responsibility for deciding upon the supervision model that meets this design. His decision will be based upon the results of an eight-month pilot utilizing the processes of clinical supervision. The superintendent has three alternatives from which to choose. These are to accept, reject or to modify the clinical supervision model.

The criteria for this decision must be based upon the following points: (1) Is it in reality non-threatening? (2) Is it devoid of evaluation? (3) Does it improve instruction? (4) Does it incorporate self-improvement techniques? (5) Is it manageable in a small school district? (6) Does it create a trusting relationship among participants? (7) Is there a commitment to clinical supervision by the staff and building principal? (8) Does clinical supervision affect positive attitudinal change toward supervision? This decision must be made prior to July 1, 1974.

Choice

In making this final decision of an alternative, the following criterion variables must be taken into account.

To Accept (+) or Reject (-):

1. It maintains a positive attitude toward the precepts of clinical supervision as evidenced by the pre-post opinionnaire. (+)
2. The process is acceptable by 2 out of 5 principals who became positively involved. (+)

3. There was difficulty in obtaining class coverage for teachers involved in cycles. (-)
4. Complaints from community parents about substitutes taking classes for teachers in cycle teams. (-)
5. There was difficulty in teachers becoming self-initiating in the clinical processes. (-)
6. Some staff desired involvement in the process. (+)
7. The workshops exhibited positive attitudes. (+)
8. There were favorable impressions from teachers visiting other systems using the clinical supervision process. (+)
9. There was insufficient time to schedule full teacher clinical teams. (-)
10. Teachers' exposure to clinical supervision was insufficient to develop lasting commitment. (-)
11. Teachers wanted to introduce video-taping of classes for data gathering. (+)
12. Teacher clinical teams were too large. (-)

<u>To Modify:</u>

1. Decrease the number of team members.
2. The model can adapt to individual school needs, i.e. scheduling, technology available, commitment.

3. The components can be condensed in the clinical cycle.

4. Clinical supervision concentrated on the non-verbal behavior of the teacher.

5. Positive attitude toward supervision will be maintained.

6. Model can be adapted to a small school system.

Based upon interpretations of the criterion variables, the decision of the superintendent will be to implement the clinical supervision model in a modified form to meet the needs of the East Hampton Public Schools.

The modifications incorporated in this decision will be the decrease in the number of team members, a more active involvement of the principal as a team member, and the rescheduling of special classes to provide time for teachers to participate in the clinical cycle. The strategy and analysis sessions will be combined to shorten the process as well as decrease the anxiety on the part of the observed teacher.

Action

The responsibility for implementation will be assigned by the superintendent to the administrative staff who will in turn utilize the services of previously trained teachers.

Awareness

In order to establish a system by which the administrative staff could also be evaluated under the state and local mandate, the superintendent sought a system that would be applicable. The MBO process was investigated.

Design

Will MBO provide a process by which the administrative team can be evaluated? The superintendent will make the final decision regarding the implementation of MBO. His decision will be based on the results of a six-month trial period. The superintendent has two alternatives. These are to either accept or reject the MBO process.

The criteria for assessing these alternatives will be: (a) Is an MBO system feasible for a small town? (b) Does an MBO system provide for administrative evaluation based upon results? (c) Is this system performance oriented? (d) Does a positive administrative team attitude toward MBO exist? This decision must be made prior to June 1, 1974.

Choice

In making this decision, the following criterion variables must be taken into account.

APPENDIX A

January 23, 1974

In order to assist the evaluation committee would you please answer the following questions.

Please be specific with your answers. No need to sign your name. Return these forms to your building representative, Jackie Boyd or Mary Jane Larson by the close of school on Friday, January 25, 1974. Thank you for your cooperation.

I. To define teacher evaluation. What is it?

II. What is to be evaluated? Teacher performance, pupil performance, teacher learning, pupil learning, teacher instruction, etc.?

III. Who and how many are to evaluate? Principal, Department Head, "Advisor", co-workers, student polls.

IV. Should we evaluate a teacher's performance or lesson content and delivery?

V. Should the teacher be viewed as a human being or a "professional?"

VI. What purpose should the evaluation serve?

VII. Additional comments:

FOOTNOTES

1. Stufflebean, Daniel I. Educational Evaluation and Decision-Making; PDK National Study Committee on Evaluation; Peacock Pub. Itasca, Ill. 1971, p. 50.

To Accept (+) or Reject (-):

1. The administrative team has positive reactions toward and familiarity with the process. (+)
2. A systems approach involving the total staff has been established. (+)
3. It provides for joint teacher-administrator planning and implementation. (+)
4. No recent systemwide goals exist. (-)
5. The MBO system is action oriented. (+)

Based upon the interpretations of the criterion variables, the decision of the superintendent will be to implement a systemwide MBO process in East Hampton as a procedure toward establishing and implementing systemwide goals.

Action

The superintendent of schools will assume the major responsibility for initiating the MBO process. All administrators will operationalize the process utilizing the precepts and systems of Management-by-Objectives.

TEACHER EVALUATION

School _____ Date _____

This form is distributed to all teachers by Oct. 1, each year. The building Principal will meet with each teacher to discuss this form and the formal teacher evaluation by Feb. 1st.

Definition of Categories:

NOTEWORTHY: Deserving of recognition for performance in this area.

SATISFACTORY: Performance is similar to that of a majority of teachers in this type of teaching position.

IMPROVEMENT NEEDED: Self Explanatory.

If an area is not applicable for a specific teacher leave blank.

	NOTEWORTHY	SATISFACTORY	IMPROVEMENT NEEDED
1. General Appearance of the Room			
a. Creative arrangement of classroom furnishings.....			
b. Effective housekeeping habits.....			
c. Bulletin Boards attractive.....			
d. Teacher adjusts the physical features of the room to provide healthful and attractive environment.....			
Comments:			
2. Classroom Management			
a. Teacher is fair and impartial.....			
b. Pupils are happy and cheerful at work and play.....			
c. Pupils are met in a friendly and sympathetic manner....			
d. Pupils exhibit an attitude of mutual respect and tolerance.....			
e. Pupils and teacher share the enjoyment of humorous situations.....			
f. Teacher is calm, poised and selfcontrolled.....			
g. Presence of adequate and accurate record of pupil accomplishment and weakness.....			
h. Teacher records of pupils reveal growth.....			
i. Pupils are orderly and businesslike in school room; show pride in achievement; cooperate in group activities.....			

b. Pupils and teacher together, evolve standard of conduct.

c. Pupils raise hand for permission to speak.....

d. Teacher is able to gain control without yelling.....

Comments:

6. Directing Study

a. Teacher shows respect for pupils' opinion and suggestions.....

b. Teacher demonstrates initiative and adaptability in adjusting predetermined plans to circumstances and individuals.....

c. Through teacher-guided self-analysis and diagnosis of interests and abilities and of present and future needs, pupils and teachers together set appropriate goals.....

d. Programs and techniques are such as result in active participation of pupils.....

e. Teacher helps pupils to analyze study habits and to devise and use more efficient study methods.....

f. Pupils demonstrate ability to find and use materials related to their problems.....

g. Teacher shows adaptability and broad understanding of techniques in his presentation of new materials.....

h. Pupils participate and cooperate as leaders, partners and followers in the development of activities in and out the class.....

i. The pupils are grouped for instruction on the basis of the information the teacher has about them.....

j. Teacher encourages the interests of individual pupils...

Comments:

7. Review of Previous Lesson for Understanding

a. Definite provision is made for repetition, review and recall of basic learnings through a variety of activities.....

b. Brief review of previous work.....

c. Effective use of repetition and summary.....

Comments:

8. Difficulty of Lesson

a. Materials and techniques are adapted to meet individual differences.....

Comments:

I have read the above evaluation report on _____(Date)

Signed_____(Teacher)

I have revieweved the above evaluation report with_____(Teacher)
on_____(Date)

Signed_____(Principal)

Superintendent Approved 7/73

APPENDIX A

January 23, 1974

In order to assist the evaluation committee would you please answer the following questions.

Please be specific with your answers. No need to sign your name. Return these forms to your building representative, Jackie Boyd or Mary Jane Larson by the close of school on Friday, January 25, 1974. Thank you for your cooperation.

I. To define teacher evaluation. What is it?

II. What is to be evaluated? Teacher performance, pupil performance, teacher learning, pupil learning, teacher instruction, etc.?

III. Who and how many are to evaluate? Principal, Department Head, "Advisor", co-workers, student polls.

IV. Should we evaluate a teacher's performance or lesson content and delivery?

V. Should the teacher be viewed as a human being or a "professional?"

VI. What purpose should the evaluation serve?

VII. Additional comments:

APPENDIX A

ADMINISTRATIVE REGULATION AR13.3
Classroom Observation Reports

1. Rationale

Observation of classroom behavior is an intergral part of any evaluation process. The observer must bear in mind that analysis procedure of classroom interaction is basically to help an individual develop and control his teaching behavior and to discover how to explain the chain of events which occur in the classroom.

2. Schedule of Observation

To satisfy most purposes, each teacher should be observed in the classroom environment several times annually at different times of the day or in varying types of instruction. Such observations can be a mixture of observation procedures and may be made by appointment or not.

Observation of teachers should be carefully spaced over time to yield the best appraisal results.

The goals for observations will be:

a) minimum of (1) per Tenure Teacher
b) minimum of (3) per new and non-Tenure Teacher
c) All teachers will be observed at least once by December 1.
d) Second observation will be completed by February 1.
e) Third observation will be completed by May 1.

3. Prerequisites to Good Observation

Some purpose needs to be identified. A person does not just observe; he observes for something. He does not just look; he looks for something specific.

The more specifically one identifies what he is looking for, and the more systematically he plans for observation, the more likely it is that he will know something following the observation.

What is observed needs to be subject to checks and controls, in order that some determination can be made of the validity reliability, and precision of the observation.

4. Observation Techniques

The observers' mental set during observation is quite important. Otherwise he cannot interpret gestures, expressions, etc. This means that he must know something about the context within which he is observing, and implies that he should:

a) Discuss the situation which he will observe with the teacher prior to observing;
b) Confer with the teacher following the observation to check his own understanding of th context; and
c) Develop his own understanding of the impact of contexts on both students and teachers.

Because an observer is usually responsible for knowing something about the situations context, the interaction among people, and individual behavior, he should attempt to increase reliability of observation by:

a) Adequately defining what is to be observed;
b) Examining his own background and experience to determine whether it might be distortir his perception;
c) Establishing categories which assist in recording behavior; and
d) Comparing observations with others to help establish and maintain reliability.

5. Guide lines

All new teachers should be oriented to the total procedure used, as well as the forms and reports that will be used.

The observation reports will be in narrative form using the following outline as (merely) a guide:

a) General Appearance of the Room
b) Classroom Management
c) Pupil Motivation
d) Awareness by the children of purpose and specific objectives of the lesson
e) Discipline

f) Directing Study
g) Review of Precious Lesson
h) Difficulty of Lesson
i) Dulmination of Lesson
j) Explanation of Homework assignments (if given)
k) Planbook
l) General Comments

Provisions will be made on all observation reports for a space for the teacher to sign that he has read the report.

Teachers will be given an opportunity to make comments on the observation report. These may be either oral or written. If written, Form # 4117.3 is to be used and attached to the observation report.

Copies of all formal observation reports and any comments are to be sent to the Superintendent's office by the scheduled date.

APPENDIX B

INDIVIDUAL TEACHER SUPERVISION OPINIONNAIRE

On the following pages are some statements that express an opinion about teacher supervision. Although some statements may seem similar, each has its own meaning. Each item should be considered separately.

Read each statement carefully. In terms of your belief and experience, rate each of the following statements.

Draw a circle around <u>one</u> of the five letters that represents your opinion.

A - Strongly agree

B - Agree

C - Disagree

D - Strongly disagree

E - No opinion

Form A

1.	The real purpose of supervision is to improve the instruction in the classroom.	A	B	C	D	E
2.	As a teacher, my experience with supervision has been pleasant.	A	B	C	D	E
3.	Most teachers complain about supervision	A	B	C	D	E
4.	Teachers actually make the best supervisors.	A	B	C	D	E
5.	Formal evaluation is separate and distinct from supervision.	A	B	C	D	E
6.	My experience indicates that supervision is a waste of time.	A	B	C	D	E
7.	A supervisor should help a teacher to increase his perception of his own teaching.	A	B	C	D	E
8.	Supervision is a threatening experience.	A	B	C	D	E
9.	Teachers try to improve themselves in the classroom.	A	B	C	D	E
10.	Decisions to use new ideas or techniques are usually those of the teacher.	A	B	C	D	E
11.	A teacher should be encouraged to place his own value judgment on his performance.	A	B	C	D	E

12.	My supervisor tends to talk down to me.	A	B	C	D	E
13.	Teacher's perceptions of their own tasks and functions are of more value to them than that of their supervisor's.	A	B	C	D	E
14.	Supervisors should have more patience when dealing with teachers.	A	B	C	D	E
15.	Unless a teacher wants to improve, no amount of supervision can be useful.	A	B	C	D	E
16.	My supervisor tends to counsel me.	A	B	C	D	E
17.	After being supervised, I have been challenged to improve my teaching,	A	B	C	D	E
18.	Every school system, large or small, needs a formalized procedure for the supervision of the teaching processes.	A	B	C	D	E
19.	The authoritarian judgmental type of supervision inhibits the improvement of instruction.	A	B	C	D	E
20.	My supervisor tends to deal with me as an equal.	A	B	C	D	E
21.	The role of the supervisor is to analyze specific teacher performances and strive to improve teacher weaknesses.	A	B	C	D	E

22. The evaluation of teacher performance is the same as supervision. A B C D E

23. Most teachers feel threatened by their supervisor. A B C D E

24. The role of a supervisor should be clarified. A B C D E

25. The process of being supervised is an invaluable experience for me. A B C D E

26. The role of the supervisor is to help increase the teacher's freedom to act self-sufficiently in the classroom. A B C D E

27. I feel threatened by my supervisor. A B C D E

28. The teacher should make decisions about changes in classroom teaching-learning procedures. A B C D E

29. Supervision is basically a form of teacher harassment. A B C D E

30. The supervisor's role is to secure the commitment of the teacher - not to coerce. A B C D E

APPENDIX B

INDIVIDUAL TEACHER SUPERVISION OPINIONNAIRE

On the following pages are some statements that express an opinion about teacher supervision. Although some statements may seem similar, each has its own meaning. Each item should be considered separately.

Read each statement carefully. In terms of your belief and experience, rate each of the following statements.

Draw a circle around one of the five letters that represents your opinion.

A STRONGLY AGREE

B AGREE

C DISAGREE

D STRONGLY DISAGREE

E NO OPINION

Form B

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. The teacher should make decisions about changes in classroom teacher-learning procedures.	A	B	C	D	E
2. Most teachers feel threatened by their supervisor.	A	B	C	D	E
3. Every school system, large or small, needs a formalized procedure for the supervision of the teaching processes.	A	B	C	D	E
4. My supervisor tends to counsel me.	A	B	C	D	E
5. Most teachers complain about supervision.	A	B	C	D	E
6. Teacher try to improve themselves in the classroom.	A	B	C	D	E
7. The role of the supervisor should be clarified.	A	B	C	D	E
8. Unless a teacher wants to improve, no amount of supervision can be useful.	A	B	C	D	E
9. The role of a supervisor is to analyze specific teacher performances and strive to improve teacher weaknesses.	A	B	C	D	E
10. The real purpose of supervision is to improve the instruction in the classroom.	A	B	C	D	E
11. Formal evaluation is separate and distinct from supervision.	A	B	C	D	E

		Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion
12.	After being supervised, I have been challenged to improve my teaching.	A	B	C	D	E
13.	The supervisor's role is to secure the commitment of the teacher - not to coerce.	A	B	C	D	E
14.	The authoritarian judgmental type of supervision inhibits the improvement of instruction.	A	B	C	D	E
15.	As a teacher, my experience with supervision has been pleasant.	A	B	C	D	E
16.	My supervisor tends to talk down to me.	A	B	C	D	E
17.	Supervision is basically a form of teacher harassment.	A	B	C	D	E
18.	My experience indicates that supervision is a waste of time.	A	B	C	D	E
19.	Teacher's perceptions of their own tasks and functions are of more value to them than that of their supervisors.	A	B	C	D	E
20.	The evaluation of teacher performance is the same as supervision.	A	B	C	D	E
21.	Teachers actually make the best supervisors.	A	B	C	D	E

		Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion
22.	My supervisor tends to deal with me as an equal.	A	B	C	D	E
23.	The process of being supervised is an invaluable experience for me.	A	B	C	D	E
24.	Supervision is a threatening experience.	A	B	C	D	E
25.	The role of the supervisor is to help increase the teacher's freedom to act self-sufficiently in the classroom.	A	B	C	D	E
26.	Supervisors should have more patience when dealing with teachers.	A	B	C	D	E
27.	A teacher should be encouraged to place his own value judgment on his performance.	A	B	C	D	E
28.	A supervisor should help a teacher to increase his perception of his own teaching.	A	B	C	D	E
29.	Decisions to use new ideas or techniques are usually those of the teacher.	A	B	C	D	E
30.	I feel threatened by my supervisor.	A	B	C	D	E

CLINICAL SUPERVISION

A Short Description

By Douglas Militzok

1973

TABLE OF CONTENTS

	Page
Teaching as Established Behavior	1
What Does "Clinical Supervision" Mean?	3
What is the Purpose of Clinical Supervision?	4
How is it Done?	5
Anxiety and Supervision	7
The Cycle of Clinical Supervision	9
Clinical Supervision and its Relationship to Evaluation	16
Appendix	18
Bibliography	25

TEACHING AS ESTABLISHED BEHAVIOR

Did you ever ask yourself how do people learn to be teachers? Unlike most professions, we learn to be teachers by imitating examples of teachers from our own education. Our parents were our first teachers. They taught us right from wrong, how to dress, what foods to eat, etc. We picked up these teaching styles and began imitating and practicing them on our younger brothers and sisters. Thus, our teaching behavior began to be formed. At about the age of five, most of us began our formal education, and continued until we were twenty-one or twenty-two. Some of us continued our education beyond that, still learning from other teachers in graduate school; so we might have been twenty-six or so before we completed the education we felt necessary in order to teach. All together, we spent twenty years in school, during which time we learned informally what the models of teaching are. We learn what a teacher is, in about the same way as we learn how to be a parent. That is, we pick it up by living; by being in it six hours a day, for one hundred and eighty days a year, for twenty years. As a result, when the teacher comes to the professional portion of his education, that portion that is specifically designed to give him a push that will make him a teacher, he gets about thirty credits of professional education (of which six or eight are generally student teaching). How much chance does one have of changing one's child rearing habits through thirty hours of collegiate instruction? Continuing this thought to our professional

teaching, how much change do you think your principal or supervisor can make in how you treat children, with his one or two yearly visits to your classroom? I submit that it would be the rare occasion, rather than the rule, that classroom instruction would be improved through this traditional form of supervision.

What is needed is a different form of supervision. One that will provide for systematic, in-class assistance for teachers over a sustained period of time. One that will approach the improvement of instruction in a truly professional manner, and will take place between two professionals (teacher and principal), each of which having equal status vis-a-vis the other, and each having some personal investment in the planning of new teaching strategies. One that will be devoid of evaluation (as much as possible), and based upon mutual trust. It is believed Clinical Supervision can be that form of supervision. It can, by creating a very special environment, provide the necessary input that can help teachers replace the safe and comfortable way of teaching we know so well (only where desirable, and decided upon jointly), with new and untried patterns of behavior.

We need no economist to tell us that the preparation and employment of enough clinical supervisors to make a real difference in teaching and learning in our schools is bound to be costly.

But, could anything be as expensive and wasteful as the ineffective supervision now being practiced in our schools, resulting in the ineffective teaching so many schools are now paying for?

WHAT DOES CLINICAL SUPERVISION MEAN?

The term "Clinical Supervision" was chosen by Dr. Morris Cogan to describe a particular method of carrying out supervision in the classroom. The word "Clinical" has been in wide use and has some previously established connotations, with many allusions to sickbeds, hospitals and mortal illness. Dr. Cogan chose the word Clinical specifically to denote dependence on direct observation. (According to Webster's Third New International Dictionary). The dictionary further supported arguments for the appropriateness of the word Clinical by referring to "the presentation, analysis and treatment of actual cases and concrete problems in some special field." In brief, the word Clinical was chosen to draw attention to the emphasis placed on classroom observation, analysis of in-class events, and the focus on teacher's and student's in-class behavior.

According to Dr. Cogan, the following are some of the basic values and rationales for Clinical Supervision:

A. Respect for the teacher as a human being is the first principle of Clinical Supervision.

B. The supervisor's role is to secure the commitment of the teacher not to coerce. Decisions to use new ideas or techniques are the teacher's.

C. The supervisor's role is to help increase the teacher's freedom to act self-sufficiently in the classroom.

D. Clinical Supervision is primarily concerned with the teaching act, with the improvement of instruction as its ultimate objective.

E. The supervisor bases his practice first of all upon objective data about classroom interaction, drawing interpretations, assumptions and hypotheses from this data.

F. All individuals are idiosyncratic in terms of individual likes and dislikes. The supervisor is no exception. Therefore, he must present what he sees and hears to the teacher. The teacher makes decisions about changes in classroom teaching-learning procedures, not the supervisor.

WHAT IS THE PURPOSE OF CLINICAL SUPERVISION?

The purpose of Clinical Supervision is the improvement of instruction through help to the teacher.

Some specific ways that supervisors can give this assistance are:

A. Helping the teacher to expand his perception of his own teaching so that he may find his own strengths and weaknesses more readily.

B. Helping the teacher to scientifically view his own teaching so that his outward teaching behaviors are synchronized with his own inward intent. (Helping the teacher to reach his own objectives more effectively.)

C. Helping the teacher to solve whatever classroom problems he wants to solve.

Help given by supervisors is sometimes intended as a catalyst for changes in teaching behaviors. It is not amateur psychology.

HOW IS IT DONE?

A Clinical Supervision Cycle may be performed with a teacher who is giving the lesson, and one other person who is observing. This other person may be:

A) A Teacher or

B) A Principal or

C) A Vice Principal or

D) A Chairman

In addition, a Clinical Supervision Cycle may be performed with a teacher, and a supervisory team. This team may include:

A) Teachers or

B) Administrators or

C) Chairmen or

D) Teachers and Administrators or

E) Administrators and Chairmen or

F) Teachers and Chairmen.

The supervisory team should be limited to five persons.

It is obvious that each arrangement has both strengths and weaknesses. The following is a brief description of each:

THE TEACHER - SUPERVISOR ARRANGEMENT

Strengths:

A) Only one person is in the classroom observing the teacher.

B) A good arrangement to begin introducing teachers to Clinical Supervision for the first or second time.

C) In the event that all members of a team cannot be released at the same time, Clinical Supervision can still take place.

Weaknesses:

A) The data collected from the lesson may be incomplete.

B) The data collected from the lesson may be idiosyncratic in nature.

C) The person running the Analysis Session tends to be less careful with his choice of words and/or strategies because no one is observing him.

D) There can be no Strategy Session.

E) There can be no Post-Analysis Session.

As a result, the person running the cycle does not have the opportunity to further develop his skills in conducting a cycle.

THE TEACHER AND A SUPERVISORY TEAM

Strengths:

A) The data collected tends to be more complete and objective.

B) During the Strategy Session, many more teaching patterns are discussed by the team.

C) The strategy for the Analysis Session tends to be better organized.

D) A Post-Analysis Session can be conducted.

Weaknesses:

A) It sometimes becomes difficult to free five people at the same time.

B) Many more individuals in the classroom observing at the same time.

It is not desirable to always be the supervisor, since one must be supervised to understand how it feels, and to stay sensitive to those feelings. In that line of thought, a great deal could be accomplished toward developing a good working relationship and mutual trust with teachers, if principals and chairmen gave the lesson once in a while, and had the teachers observe them.

In order for a system of Clinical Supervision to grow and prosper within a given school, a number of very important things must first take place:

A) The principal must understand how Clinical Supervision works, and must actively support it.

B) Teachers should want to improve their instruction.

C) Teachers should believe in the Clinical process.

D) The principal must create and encourage a school atmosphere where teachers would be willing to cover for other teachers involved in a cycle.

E) The results of Clinical Supervision Cycles should periodically be discussed at faculty meetings.

F) Clinical interdisciplinary teams should be formed and remain active.

ANXIETY AND SUPERVISION

In the United States, being a success in what you do for a living is very important. For most teachers, imbedded in the work ethic of our civilization, the possibility that you might be a failure is very, very destructive. It is more destructive for men that it is for women. If you are going to work with teachers,

you need to understand that you may be hurting them or rewarding them, but the hurt is always the greater possibility. When you walk into the classroom, you are going to generate anxiety within the teacher. This generation of anxiety is a direct result of the lethal possibilities (especially if you are the principal or vice-principal) that ride with you: poor evaluation, loss of a job, loss of an increment, low merit rating (if such a system exists), loss of a transfer to a school the teacher wants to go to, loss of pride, etc. Consequently, supervision takes place under an enormous increment of anxiety. That anxiety tends to be above the level of useful learning (in order to learn, a safe level of anxiety must exist). The result is that teachers develop ways of dealing with that anxiety. That is, they develop strategies for dealing with supervisors (being somewhat of an unknown or unpredictable). They may show a film, give a test, turn the lesson over to the supervisor, give a specially prepared lesson designed for such an occasion, etc. The teacher tries to give the supervisor what he wants; he becomes docile, imitative, and tries to read the supervisor's mind. All of these things develop anxieties that work against any possible productive relationship.

A Clinical Supervisor's strategy is <u>not</u> to go into the classroom until he has established a relationship and an understanding with the teacher, that helps the teacher to contain that anxiety within a useful dimension. That is, where his anxiety tends to motivate him to change his behavior.

THE CYCLE OF CLINICAL SUPERVISION

Phase 1. Establishing the teacher-supervision relationship

The first phase of Clinical Supervision is the period in which the supervisor:

A) Establishes the clinical relationship between himself and the teacher;

B) Helps the teacher achieve some general understandings about clinical supervision and a perspective on its sequences;

C) Begins to induct the teacher into his new role and functions in supervision. These first phase operations are generally well advanced before the supervisor or team enters the teacher's classroom to observe his teaching.

Phase 2. Planning with the teacher

The teacher and supervisor plan a lesson, or a series of lessons together. Specific objectives for each lesson are discussed. The objectives should be fairly limited in scope and designed to be completed generally within a short period of time (from part of a class period to a school day). Strategies for accomplishing these goals are discussed, with the teacher contributing a major portion. Whenever the teacher is ready, goals should be broken down into what the students will learn (content goals), and possibly more important, how they will learn (process goals). Attitudinal goals may also be explored. Plans commonly include specification of outcomes, anticipated problems of instruction and provisions for feedback and evaluation.

Consequences of planning with the teacher

The supervisor is accepting part of the responsibility for the lesson. He can no longer say "your lesson was a bad one." He must say, "Our lesson was bad." The proper way to approach a good or bad lesson is to detach it from both individuals, and examine it in a neutral framework. Thus, "the lesson was bad." A potential danger may exist in the planning phase for the supervisor. He might lose some of his objectivity in analyzing the lesson because part of that lesson was his. The Clinical supervisor must be disciplined not to make too big a contribution when planning with the teacher, because the plan becomes his, the teacher does it, and nothing could be worse.

Establishing a history of success with relationship - planning phase is of paramount importance. Major changes will come later. Don't try to do too much the first or second time around. Move into clinical supervision gradually, not overnight.

Phase 3. Pre-observation Session

If the planning phase has previously been completed, and only one supervisor is involved, the Pre-observation will not be necessary. However, if a team is involved in the cycle (and have not taken part in the planning session), then a Pre-observation session will be necessary. The purpose of the Pre-observation session is to inform the observers what they will see when they enter the classroom. More specifically, the intent of the lesson and the strategies that will be used to reach the objectives of the lesson.

if the teacher has filled out the pre-observation worksheet (see appendix), or has a prepared lesson plan available, it becomes the basis for the discussion. Remember, the supervisor or team is providing the teacher with a service. They should always volunteer to clarify any activity for the teacher. For example: the teacher might want to know if she is spending an equal amount of time with each student, or if he is turning kids off by the way he is responding to them. If the teacher makes a special request like this, it's imperative that he be provided with this data, although it might limit the collection of other forms of data.

Phase 4. The Classroom Observation

If a team is involved, they should meet before going into the classroom (for five minutes) and decide who is going to do what. Who will collect data from the teacher (if an informal lesson is planned), who will ask what questions of the students, who will collect data on the teacher's request, etc. Unless this is done, duplication of efforts might result. The individual or team should arrive in the classroom before the students enter, and stay for the entire period. How else can they comprehend the totality of the lesson? The recording instruments are used to register directly observable actions and interactions of pupils and teacher. Recording instruments might vary from a video tape recorder, to a tape recorder, to ordinary pencil and paper. When pencil and paper are used, the verbatim words of pupils and the teacher often make up the bulk of the data. Leaving the room at the end of the lesson can cause problems later, if not done correctly. When you pass the teacher on your way out, you

usually feel that you must say something. If you say "good lesson or nice job," you have affected the analysis session in some way. The teacher will probably be expecting mostly positive (strokes) remarks, and may be unprepared to examine possible weaknesses. If on the other hand you say, "I'll see you later, " or "we'll meet in room 212 at 1:00 o'clock," you will probably raise the anxiety level in the teacher to such a high level, as to make the Analysis session nonproductive. The best technique to use in leaving the classroom after the lesson is to simply say "thank you," or have a previous agreement with the teacher that you will not say anything prior to the Analysis session.

Phase 5. The Strategy Session

The Strategy session is the planning and preparation for the Analysis session.

The supervisor and/or team return to a quiet place to organize the data they collected. There is no set format for proceeding, but one suggestion would be to first identify specific teaching patterns, and then identify the data that will substantiate these patterns. For example, one teaching pattern may be - teacher repeating the student's answers. The data to substantiate this pattern might be:

1) Teacher - Sally, what is an adjective used for?

   Sally - An adjective modifies a noun or pronoun.

   Teacher - Correct, an adjective modifies a noun or pronoun.

2) Teacher - Bill, what is a noun?

   Bill - A noun is the name of a person, place or thing.

   Teacher - Good, a noun is the name of a person, place or thing, etc.

After all the teaching patterns are discussed (if a team is involved) and identified, the person running the Analysis session must organize these patterns. If a team is involved, he has some obligation to use some of the patterns identified. However, he has a far greater obligation to the teacher. Therefore, one should never be so closely tied to one's data that he couldn't roll with the conversation during the Analysis session.

The importance given to laying out patterns is based on the educational belief that patterns, repeated verbal and nonverbal teaching behaviors, have a much greater effect on pupils' learning than occasional, isolated teacher inputs.

Phase 6. The Analysis Session (analysis of instruction)

The teacher and supervisor meet to analyze the lesson. The supervisor should prepare for the analysis as the teacher would prepare for a special lesson. During the analysis session, only the supervisor and the teacher will engage in analyzing the lesson. If a team is involved, they will be observing and gathering data on how the supervisor conducted the Analysis session. This data will be reflected in the Post - Analysis session later. There is no set way to proceed in the Analysis session. The supervisor will usually lay out a pattern, and proceed by discussing it with the teacher. The discussion may shift to different topics, or a new pattern may be laid out when the original discussion runs its course. Here is an example:

Supervisor: What pattern do you see in these sentences you spoke in class at various points in the lesson?

"Give me one use of a number line."

"Who can tell me which of the numbers are even?"

"Show me how you can solve this problem."

"Do this homework to show me that you understand."

Teacher: I seem to be directing their activities toward me.

Supervisor: Do you think that's in line with your objective?

Teacher: I don't think so, because I want them to be more self-reliant and not working for the purpose of showing me what they can do.

Supervisor: At one point you said, "Who has a different solution?" What do you see in that statement?

Teacher: Well, that's more what I wanted. It was a more open question to begin with and I am removing the idea of the pupils telling me as the motivation for their activities.

and so forth.....

Strengths and/or weaknesses are explored. The session should not be one-sided or hurtful to the teacher in any way. It is supposed to be helpful and generally positive.

It is not the function of the conference to make an indepth analysis of what happened in the classroom, because no teacher is able to comprehend all the complexities of a full analysis. It is also not the function to review the lesson. It is generally a good strategy to focus in on the pupil's behavior. At some point the teacher might say: "That worked well, how about if I tried to do the same thing or improve it tomorrow." Whenever a teacher identifies something that he would like to try, cut the analysis session, and prepare

to move back to the planning stage. If the session ends without the teacher identifying something he would like to try out, offer the teacher the conference worksheet (see appendix). The teacher might find this to be a useful tool in identifying strengths or weaknesses he experienced. This worksheet is for him, and not for anyone else. It should not be part of any record of the conference. For that matter, it would be an excellent gesture to offer the teacher all of the notes, data, paper, etc. everyone has in their possession at the end of the analysis session. This will help reduce the teacher's anxiety about some kind of record of the lesson going into his file. All individuals involved in Clinical Supervision must bend over backwards to keep Clinical Supervision and evaluation as separate and distinct entities.

Note: A supervisor or anyone running the Analysis session makes no criticisms. He never says, "You should have .....," or, "Why didn't you...." Any individual who says such things is not using Clinical Supervision.

Phase 7. The Post-Analysis Session (Analysis of the Supervisor)

The Post-Analysis session can only take place if a supervising team was involved. During this session, the supervisor has the opportunity to improve his skills in conducting clinical cycles. The teacher as well as the team attend this session. The role of the teacher is to shed some light on how the supervisor made him feel during the Analysis session. The person running the Post-Analysis session will lay out a pattern, and proceed by discussing it with the supervisor. During this session, the supervisor should not be criticized, or told, "you should have done this," or "why didn't you do ---." The supervisor grows through

discovering the opportunities he missed during the Analysis session, the effect his words had on the teacher, and by seeing more closely his own idiosyncrasies, strengths and weaknesses.

Phase 8. Renewed Planning

The value of Clinical Supervision is helping the teacher see his own strengths and weaknesses. If the cycle was productive at all, the teacher will walk away with something he would like to try out. At this point the teacher and supervisor plan another lesson to enhance a particular strength or eliminate a particular weakness. The resumption of planning also marks the resumption of the sequences of the cycle.

Phases of the cycle may be condensed or combined after individuals have had ample experience with Clinical Supervision. However, if this condensation occurs too early in the training period, Clinical Supervision will deteriorate beyond recognition and become ineffective.

CLINICAL SUPERVISION AND ITS RELATIONSHIP TO EVALUATION

Evaluation is inevitable and necessary to all organizations concerned with growth. However, if the person who evaluates and supervises is one and the same, some part of the relationship between the teacher and supervisor is destroyed. The teacher's anxiety is raised, and he finds it more difficult to view himself as an equal in the relationship. On the other hand, if a teacher must be evaluated it would seem probable that he would prefer to be evaluated by the Clinical Supervisor because he at least doesn't come in once, walk away and write an evaluation. If the teacher has to run that horrible risk that someone

will come into his room and watch him for half an hour, instead of making a sequence of visits, he would rather be evaluated by a clinical supervisor who knows him well, who he understands, and with whom he has a relationship. The teacher who can depend upon the Clinical Supervisor's understanding, relationships, etc. will very often prefer to be evaluated by that kind of person. However, it will interfere with the trust relationship to some degree.

APPENDIX

Contents:

A. Cycle of Supervision - a form used to organize the cycle. The principal and every member of the team gets a copy. At the bottom (under note), the names of teachers covering for other teachers are recorded.

B. Preobservation Work Sheet (2 sheets) This includes a short statement on Clinical Supervision, and work sheet that should be completed by the teacher prior to the Preobservation.

C. Analysis Work Sheet (2 sheets) This includes a short description on the importance of identifying strengths and weaknesses and a helpful work sheet for the teacher's use only.

Appendix A

TO: _____

CYCLE OF SUPERVISION

TEAM:

_____	Teacher
_____	Analyst and Strategist
_____	Data Gatherer, Strategy Planner, Post Analysis Participant
_____	Ditto
_____	Ditto
_____	Ditto
_____	Ditto
_____	Ditto

SCHEDULE:

Stage	Time/Date	Place
Pre-Observation	_____	_____
Observation	_____	_____
Data ordering and Strategy	_____	_____
Analysis	_____	_____
Post-Analysis	_____	_____

_____
(Person in charge of cycle)

Date _____

NOTE:

Appendix B

A STATEMENT ON CLINICAL SUPERVISION:

The process of Clinical Supervision assumes that whatever a teacher says or does when working with children has inherent strengths and weaknesses. During the analysis session, therefore, the teacher, when presented with data on the lesson, should react with both possibilities in mind. Since examination of data frequently requires profound thought, he should not feel rushed to respond with the first thing that comes to mind. He should be encouraged to take the time to formulate his thoughts, even to think "out loud" should he wish to.

Theoretically, Clinical Supervision can be conducted by a single supervisor. The value of a team observation is that it tends to minimize the individual idiosyncrasies which can easily characterize the "one-on-one" situation. The analyst handles data collected and ordered by more than him alone. Although during the actual analysis session, he must at times decide whether or not to use certain items of data. The initial decisions are collective ones. The analyst of course looks at data in terms of his own perceptions. What he must avoid is imposing those perceptions on the teacher.

After a teacher has spoken to the strengths of a particular action, the analyst may choose to tell him that the observing team saw it in like manner. This is to be done, however, only after the teacher has reached his conclusions independently. Frequently, a teacher seems preoccupied with approaching data solely from a negative viewpoint. He may need to be reminded at times of the basic assumption noted above.

Another assumption integral to the clinical process is that the level of perception of a learner--not that of the teacher--determines the real learning which will occur and that such learnings cannot be fruitfully imposed.

What happens if the teacher does not see weaknesses in the data? If, in the judgment of the analyst, the matter is a minor one, it is dropped. If, on the other hand, he perceives serious inplications in the data, he may pursue it further through a series of questions, or by bringing in additional data. If the teacher still fails to perceive the weakness, the matter is dropped.

PRE-OBSERVATION DATA SHEET*

1. Teacher_____

2. Date of Observation_____

3. Type of Lesson (Describe briefly below:)

4. Objectives:

   A. Content

   B. Process

   C. Other

5. Teacher Request(s) of Observing Team

*To be completed by teacher prior to Pre-Observation Phase.

Appendix C

CONFERENCE WORK SHEET - A PLAN OF ACTION

The main purpose of clinical supervision is to help the teacher improve his instruction. This is accomplished by identifying certain teaching patterns inherent in every lesson, and presenting these patterns to the teacher for his examination. Some patterns might contain certain strengths, that need to be reinforced and built upon. Other patterns might contain certain weaknesses that need additional examination, and in time, might be eliminated. If clinical supervision is to achieve its major goal, the simple act of identifying strengths and weaknesses is not enough. We (we refers to a joint effort between two or more teachers, or a teacher and a supervisor) need to plan a course of action to accentuate the strengths, and eliminate the weaknesses. Only if we plan for the future, can the teaching act be improved.

Teacher's Name_____ Date_____

As a result of this clinical cycle, what strengths were you able to identify?

1)_____

2)_____

3)_____

4)_____

What weaknesses were you able to identify that <u>you</u> feel warrant additional examination?

1)_____

2)_____

What strategies might you employ to enhance the strengths?

What strategies might you employ to eliminate one weakness?

What help could your supervisor provide you with?

When do you plan to initiate any new strategies?

BIBLIOGRAPHY

Bellon, Jerry J., Clinical Supervision, (a mimeographed monograph). Department of Curriculum and Instruction, College of Education. University of Tennessee, Knoxville, 1971.

Cogan, Morris L., Clinical Supervision. Houghton-Mifflin Co., Boston, Mass. 1973

Moore, James J., and Anthony P. Mattaliano. Clinical Supervision, A Short Description. (a mimeographed paper). West Hartford Public Schools, West Hartford, Conn.

Mosher, Ralph L. and David E. Purpel. Supervision: The Reluctant Profession. Houghton-Mifflin Co. Boston, Mass. 1972.

APPENDIX B

MOSAICS

(Multi-dimensional Observational System for the Analysis of Interactions in Clinical Supervision)

The analysis form used to code the interaction between the participants during the analysis conferences held in East Hampton is attached for informational purposes. The conference was taped to identify and record the pedagogical moves made during the conference. A pedagogical move is an uninterrupted verbal utterance serving the function of structuring, soliciting, responding, or reacting to the verbal interaction between the participants. Five-minute segments of transcript from each tape was recorded and coded.

Coding these supervisory conferences was done by using the following guidelines: (1) coding is from the viewpoint of the observer, with pedagogical meanings, inferred from the speaker's verbal bahavior, (2) grammatical form is not decisive in coding, (3) coding is done in the general context of the discussion, (4) interruptions in the form of "grunts" or statements such as "uh-huh" do not constitute another pedagogical move if the discourse has not changed, (5) simple sentences are scored as one unit and complex sentences are scored by multiple units, (6) noun and adjective clauses are generally not scored unless the speaker's voice places unusual

stress on the clause.

On the example form that follows the "A" and "T" under the heading speakers, stand for analyst and teacher respectively. In the move category the SOL stands for soliciting, RES means responding, REA is for reacting, STR is for structuring and RSM is for summarizing. The "thought units" specifies the number of singular thoughts contained in the interaction. The interactions are numbered sequentially.

Following is an example of a MOSAICS Analysis form The first two columns are the coding of the exact interaction between the analyst and teacher during this five-minute segment. This proceeds sequentially on the form from top to bottom and from the left column to those on the right. The third column is a summary of all the pedagogical moves made during a five-minute segment of the conference,

The beginning of the conference starts with the analyst soliciting with three thought units (upper left hand corner of the form). The teacher responds with an eight thought-unit answer. The first five interactions reveal that the analyst solicits with some very simple thought units. In interactions six through twelve the analyst asks more thought-provoking questions which resulted in complex thought units on the part of the teacher.

In interactions thirteen and fourteen the analyst begins structuring and the teacher responds with many thought units. Verbal interactions fifteen, sixteen and seventeen show the analyst continuing to solicit from the teacher some thoughts that attempt to make the teacher analyze her teaching procedures or methods. The teacher begins to show some reactions in number fourteen of the verbal interactions. This is a positive sign that demonstrates the analyst is making some improvement towards opening up the teacher to some self-analysis techniques.

However, this does not last long because the analyst quickly dominates the verbal interaction as shown in number eighteen. It would have been to the teacher's advantage if the analyst had allowed her to continue talking and eventually begin to make soliciting pedagogical moves.

Verbal interaction number nineteen shows the analyst structuring in brief thought units which allow the teacher to react. Thus the teacher may begin to perceive her own strategies during the conference. This is one of the major outcomes of the conference.

In verbal interaction eighteen, the analyst "structures" with fifteen thought units. This can be too long for a teacher to be

able to recapitulate the particular situation. It would have been more appropriate to "structure" with fewer units. The teacher "reacts" with seven thought units indicating some dilemma on the part of the teacher to react effectively and perceptually.

Verbal interaction nineteen shows that the analyst verbalizes three thought units and the teacher responds with nine units. This analyst has the potential of developing into a proficient clinical analyst due to the fact that the teacher in this conference is beginning to shift from "responding moves" into "reacting moves." However, more needs to be done by the analyst to make the teacher talk and feel more comfortable at the start of the conference.

The analyst may need to build better human relations with the teachers. The feeling of trust will improve the verbal participation of the teachers as they engage in dialogue with the analyst in the conference. The results of this improvement would enable the clinical supervision cycle to become more effective and productive.

In this situation as in all clinical situations where tapes were collected, this completed MOSAICS form was given to the analyst and discussed with one of the practicum group who has developed some expertise with this technique.

Through numerous discussions of this type, analysts can overcome weaknesses in their presentations of patterns identified during the cycle and assist the teachers to better perceive their own strengths and weaknesses.

In summary, there were nineteen verbal interactions with the analyst making eighty-three thought units and the teacher verbalizing with one hundred fifty-three units. The teacher does verbalize almost 100% more than the analyst.

Analyst_____

Teacher_____

Verbal Interaction	Speaker	Move	Thought Units
			11
1	A	SOL	///
		RES	/////
			///
2	A	SOL	// 5
	T	RES	///
3	A	SOL	/ 3
	T	RES	//
4	A	SOL	//// 8
5	A	SOL	/ 4
	T	RES	///
6	A	SOL	// 16
	T	RES	/////
			/////
			////
7	A	SOL	///// 9
	T	RES	////
8	A	SOL	// 12
	T	RES	/////
			/////
9	A	SOL	/// 13
	T	RES	//////
			////
10	A	SOL	////// 18
	T	RES	//////
			////

Verbal Interaction	Speaker	Move	Thought Units
			15
11	A	SOL	///
	T	RES	//////
			/////
12	A	SOL	/// 6
	T	RES	///
13	A	STR	//// 23
	T	REA	//////
			//////
			/
14	A	STR	//////
	A	SOL	//
15	T	RES	///// 19
			//
	A	REA	///
16	A	SOL	/// 13
	T	RES	/////
			/////
			17
	A	SOL	//////
	T	RES	//////
			///
17	A	SOL	// 12
	T	RES	/////
			/////
18	A	STR	//////
			//////
	T	REA	//////
19	A	STR	/// 12
	T	REA	//////
			//

Move			Units
STR	A	3	30
	T	0	0
Total		3	30
SOL	A	16	50
	T	0	0
Total		16	50
RES	A	0	0
	T	16	121
Total		16	121
REA	A	1	3
	T	3	35
Total		4	38
RSM	A	0	0
	T	0	0
Total		0	0
Totals	A	20	83
	T	19	239

Verbal Interactions 19

APPENDIX C

STATEMENT OF PURPOSE

THE EAST HAMPTON Board of Education operates the school system in accordance with State Laws.

THE FUNDAMENTAL PURPOSE of our school system is to develop competency in the fundamental tools of learning, commonly called the three R's, that each child may have the ability to think critically and to act responsibly, and to effectively communicate ideas. It is equally important to develop appreciation of the arts and the desire and ability for creative expression through various media, and to develop the knowledge, skills, and understandings essential to earning a living.

THE SCHOOL SYSTEM recognizes the need to develop respect and understanding of others, with the ability to live well with them, and to develop moral and ethical values in all children.

IT IS NECESSARY, in addition, to develop an ability to copy with the complicated economic and scientific aspects of our modern world, not neglecting the importance of an understanding of, and respect for, our American heritage in developing appreciation of the duties, responsibilities, and privileges of citizenship.

FURTHER EMPHASIS is given to the need to maintain physical and emotional health, and to create an interest in continuous learning and self-improvement. A program of extra-curricular activities will serve to develop interests and skills in worthwhile leisure-time activities.

FULFILLMENT of these purposes requires maintaining a competent teaching staff and adequate school facilities.

PUBLIC EDUCATION is a service to the individual and to the community. It is concerned with the personal worth and dignity of the individual and with the strengthening, improving, and unifying the American Way of Life. The all-inclusive purpose of the East Hampton school system is the perpetuation and improvement of that American Way of Life through achieving the fullest possible development of all individuals, mentally, morally, physically, and emotionally.

APPENDIX C

EAST HAMPTON PUBLIC SCHOOLS

GUIDE FOR RECORDING A MANAGEMENT OBJECTIVE

Principal_____School_____

Date_____

Management Objective

Standards of Performance (Measurable criteria including involvement of others)

Measurements to be Applied

Results*

Performance Rating*

*To be completed in April-May

APPENDIX C

EAST HAMPTON PUBLIC SCHOOLS

Management Objective

Principal (Sample) School Junior High School

Date June 15, 1973

Management Objective

By June of this school year, to establish a procedure for evaluating and reporting science student progress based upon cognitive and attitudinal behavioral objectives.

Standards of Performance

The listings of objectives, both cognitive and attitudinal, will be written by the teachers involved and completed by January 15, 1974. A report format and completed form for each grade level will be completed by March 1, 1974. The reports will be sent home to the parents of each child as a mid-term report during the fourth quarter. A response sheet for parents will accompany the report.

Based upon the returns of the parental responses and student responses, the report form will be finalized.

Measurements to be Applied

The degree of responses of a positive nature from both parents and students as well as the attainments of the set deadlines will serve as a measure of the success of this objective.

APPENDIX C

OFFICE OF THE SUPERINTENDENT

Directive to: Principals

From: William F. Mullin, Superintendent

Re: Management by Objectives

Please answer the following questions in a concise and truthful way as we begin our planning for next year.

Return to me by May 1st.

1. What is your perception of Management-by-Objectives?

2. Based upon your answer to #1, do you ascribe to Management-by-Objectives?

3. What do you consider your role in Management-by-Objectives Process in East Hampton?

BIBLIOGRAPHY

Amidon, Edmund J. and John B. Hough, Interaction Analysis: Theory, Research and Application, Reading, Massachusetts: Addison-Wesley, 1967.

Anthony, Bobbie M. "A New Approach to the Merit Rating of Teachers," Administrator's Handbook. Chicago: University of Chicago, September, 1968.

Bellon, Jerry J., Clinical Supervision, (A Mimeographed Monograph). Department of Curriculum and Instruction, College of Education, University of Tennessee, Knoxville, 1971.

Cogan, Morris L., Clinical Supervision, Boston: Houghton-Mifflin Company, 1972.

Fischler, Abraham S., Confrontation: Changing Teacher Behavior Through Clinical Supervision. (A Mimeographed Monograph). Nova University, Fort Lauderdale, Florida.

Fishman, Joshua A., "Cross-Cultural Perspective on the Evaluation of Guided Behavioral Change." The Evaluation of Teaching, Pi Lambda Theta, 1967.

Goldhammer, Robert, Clinical Supervision, New York: Holt, Rhinehart, and Winston, Inc. 1969

Guss, Carolyn, How is Supervision Perceived? Educational Leadership, November, 1961.

Heald, James E., and Samuel A. Moore, II. The Teacher and Administrative Relationship in School Systems. New York: The MacMillan Company, 1968.

Link, Frances R. "Merit Rating: Have the Issues Changed?" Supervision: Emerging Profession. Washington, D.C. Association for Supervision and Curriculum Development, 1969.

Lyons, Tom "Instrumentation," A Strategy for Evaluation Design. Monmouth, Oregon: Teaching Research, Oregon State System for Higher Education, 1970.

Management by Objectives and Results - a Guidebook for Today's School Executive. Arlington, Virginia. American Association of School Administrators, 1973.

Mosher, Ralph L., and David E. Purpel, Supervision: The Reluctant Profession. Boston: Houghton-Mifflin Company

Neville, Richard F., The Supervision We Need. Educational Leadership. May, 1966.

Odiorne, G. S. Management By Objectives, New York: Pitman, 1965.

Pierce, Leon R., Supervisor's Verbal Behavior With Teachers During the Supervisory Conference In Clinical Supervision: An Exploratory Analysis. University of Connecticut. Unpublished dissertation. 1974.

Ryans, David G. "Notes on the Criterion Problems in Research, with Special Reference to the Study of Teacher Characteristics," Journal of Genetic Psychology, 91: Sept. 1957.

Simon, Anita, and Gil Boyer, eds. Mirrors for Behavior: An Anthology of Classroom Observation Instruments, Vol. 1-15. Philadelphia, Penn.: Research for Better Schools, Inc. 1967-1970.

Stufflebeam, et al. Educational Evaluation and Decision-Making, Phi Delta Kappa. Itasca, Ill.: Peacock Publishers, Inc. 1971.

Weller, Richard H., Verbal Communication In Instructional Supervision, New York: Teacher's College Press, 1971.